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ABSTRACT

The Community Learning Centre Project has been approved within the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL), and supports one of APPEAL's priority areas, community participation and ownership. Community learning centers, managed by local institutions outside the formal school system, provide literacy and learning opportunities of empowerment for all people to improve quality of life, develop community, and promote social transformation. A planning meeting held in Dhaka, Bangladesh, in 1998 was attended by 18 participants representing governments and nongovernmental organizations from Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Mongolia, Nepal, Papua New Guinea, and Uzbekistan. The objectives of the meeting were to exchange experiences among participating countries, develop a clear concept of the community learning center, and develop a regional framework and national action plans. In chapter 1, country papers identify issues and emerging trends. Each country paper includes a profile of the country, the education system, and a case study on existing community learning centers. Chapter 2 presents reports from field visits to community learning centers around Dhaka. Each report describes the center's physical and socioeconomic context, clientele, management, activities, expectations, and outcomes. The concept of the centers and guidelines developed by participants are found in Chapter 4. National action plans developed from the guidelines are in Chapter 5. Chapter 6 contains recommendations for regional cooperation. Five appendices present a list of participants, the agenda and work schedule, opening remarks, a background report on community learning centers, and case studies from Nepal. (TD)

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PLANNING MEETING ON COMMUNITY LEARNING CENTRES

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FINAL REPORT

ASIA PACIFIC PROGRAMME OF EDUCATION FOR ALL

APPEAL

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ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL

PLANNING MEETING ON COMMUNITY LEARNING CENTRES

Dhaka, 21-26 September 1998

Organized by the
UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
and UNESCO Dhaka

jointly with the

Dhaka Ahsania Mission (DAM)
and the Bangladesh National Commission for UNESCO (BNCU)

FINAL REPORT

UNESCO PRINCIPAL REGIONAL OFFICE
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Chapter 1

Introduction

I. Background

The Community Learning Centre Project has been approved within the framework of the Asia Pacific Programme of Education for All (APPEAL), under the Japanese Funds-in-Trust for Promotion of Literacy in Asia and the Pacific. The project supports one of APPEAL's priority areas, "community participation and ownership." The countries included in this project for the period 1998-2002 are Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Mongolia, Nepal, Papua New Guinea and Uzbekistan.

To initiate the project implementation, a Planning Meeting was organized in Dhaka, Bangladesh on 21-26 September 1998, by the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and UNESCO Dhaka, jointly with the Dhaka Ahsania Mission (DAM) and the Bangladesh National Commission for UNESCO (BNCU). This meeting used the experience derived during the Technical Working Group Meeting (TWG) organized by APPEAL in Chiang Rai, Thailand, in January 1998. It was attended by representatives from China, India, Myanmar, Pakistan and Viet nam. During the workshop the concept of the Community Learning Centre was clarified. The TWG report was made available to the participants of the Planning Meeting to provide background information.

II. Objectives of the Planning Meeting

With reference to Community Learning Centres (CLCs), the objectives of the Meeting were:

- To exchange the experiences of participating countries;
- To develop a clear concept of the Community Learning Centre; and
- To develop a regional framework and national action plans.

III. Participation

There were eighteen participants, two representatives each representing governments and NGOs, from the following countries: Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Mongolia, Nepal, Papua New Guinea, and Uzbekistan. Others present at the meeting were representatives from the Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan; the Human Resource Development Section of ESCAP Bangkok; UNESCO Katmandu; two resource persons from India and Nepal; two observers, one each from the Bangladesh Rural Advancement Committee (BRAC) and from the International Training Network (Centre for Water Supply and Waste Management) Bangladesh (who served as rapporteur of the meeting); three officers from APPEAL; and 8 staff members of the Dhaka Ahsania Mission. (The List of Participants is in Annex 1).

Prior to the meeting, the participants were sent guidelines for preparing their country reports, the annotated agenda and the provisional schedule of work for the meeting. These are shown in Annex 2.

IV. Proceedings of the Meeting

Inaugural Session

Held on 21 September, 1998 in the Conference Hall of Dhaka Ahsania Mission, the inaugural session was graced with the presence of the Honourable State Minister for Primary and Mass Education, Professor Zinnatun Nesa Talukder, Dr. Ansar Ali Khan, Director, UNESCO Dhaka, and Mr. Kafil Uddin Ahmed, Secretary, Bangladesh National Commission for UNESCO. Others in attendance were representatives from the Government, NGOs and international organizations working in Bangladesh. It was chaired by Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission.

The welcome remarks were delivered by the Coordinator a.i. APPEAL, Mrs. Lucille C. Gregorio, UNESCO Bangkok. She expressed her wholehearted gratitude to the participants for attending and to Dhaka Ahsania Mission and Bangladesh National Commission for UNESCO for hosting the meeting. In her remarks she cited an example of the "farmers' school" in Hebei Province, China's version of the CLC. (Her full remarks are in Annex 3.1.)

Mr. Kafil Uddin Ahmed, Secretary, BNCU, also welcomed the participants and hoped that their participation in the planning meeting would meet their expectations in finding ways to address the issues on learning methodology and process. He stressed the urgent need to reach the unreached population considering their level of development. He mentioned that the BNCU will provide assistance whenever this is necessary.

The Director of UNESCO Dhaka, Mr. Ansar Ali Khan in his remarks mentioned the severe flood in Bangladesh; despite this national emergency, the participants and the Government of Bangladesh officials have honoured the Planning Meeting with their presence. He advocated strengthened partnership among organizations, countries, and other partners. He hoped that this meeting would produce definite action plans for implementation. He also cited the good example of GO-NGO collaboration, especially in education and literacy promotion in the country. Dr. Khan assured the audience of his support to the activities to be undertaken by the CLCs.

Professor Zinatun Nesa Talukder, the Honourable State Minister for Primary and Mass Education, People's Republic of Bangladesh, highly appreciated the efforts of this planning meeting. She mentioned that the Government has always been searching for alternative approaches to promote literacy, especially for unreached people. She hoped that the meeting would come up with workable guidelines for CLCs that would also benefit the Government. The Minister hoped to eradicate illiteracy in Bangladesh altogether and expressed the support of the Government, in her capacity as State Minister. Finally, she thanked the organizers for inviting her and giving opportunity to address this cross-cultural meeting. (Her complete remarks are in Annex 3.2.)

Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, thanked all the participants present at the meeting. He highlighted the objectives of the one-week exercise in a cross-cultural atmosphere. He mentioned that this meeting will identify strategies and workable plans that will subsequently be implemented at the national level with technical and financial assistance from APPEAL. Mr. Alam also mentioned the partnership between Dhaka Ahsania Mission and other NGOs with support from APPEAL, especially in its efforts to promote literacy programmes in Bangladesh. He thanked all those present in the inaugural session for their attendance despite the busy schedule in the distribution of relief aid, especially acknowledging the presence of the Minister and other officials of the Government and other NGOs. Finally, he expressed his gratitude to all, for the support received by Dhaka Ahsania Mission in its efforts to serve the needs of the community.

Session Activities

Immediately after the inaugural session, the meeting was conducted following the agenda and provisional schedule of work. The country presentations were organized during the first two days, in a panel presentation with two countries presenting at each session. A moderator from amongst the participants chaired the session and facilitated the discussion, finally providing the summary and identifying the issues. The summary of country presentations, issues identified and the trends emerging are presented in Chapter 2.

The third day was spent for study visits to nonformal education centres provided for the urban poor and working children by the Dhaka Ahsania Mission. Guidelines for the study visits were provided and the observations were subsequently discussed in three groups. The report of the study visits is included in Chapter 3.

On the fourth day, the papers of the resource persons were presented. The first paper was on the concept of Community Learning Centres and the second one was on basic considerations in establishing Community Learning Centres. Using the input from the presentations, the participants formed three groups to develop guidelines for the project framework. They also made use of the experience derived from the deliberations during the first three days. The main concept of the CLC and the guidelines developed are found in Chapter 4.

The guidelines, as well as the APPEAL orientation regarding CLCs, were used as the basis for the development of the National Action Plans. Each country presented their National Action Plan in plenary for comments and suggestions by the participants. These action plans are shown in Chapter 5.

The countries were also requested to provide recommendations for regional co-operation under the Community Learning Centres Project, the main points of which are summarized in Chapter 6.

Adoption of the Report of the Meeting and the Closing Session

The draft final report was presented by the rapporteur, Mr. Mohammad Mohsin. Brief discussions took place to clarify points presented. The report was then adopted by the meeting participants with some suggested modifications to be undertaken by the APPEAL Secretariat.

The meeting was officially closed by Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission.

V. Overview of the Asia and Pacific Programme of Education for All (APPEAL)

APPEAL is a regional programme launched in 1987, after its adoption by the UNESCO General Conference in 1985, upon the recommendation of the Fifth Ministers of Education Conference for Asia and the Pacific in the same year. The programme aims are: to universalize primary education, eradicate illiteracy and promote continuing education for development. The priority areas are: reaching the unreached, community participation and ownership, and improvement of quality and enhancement of learning achievement for all.

The major activities of APPEAL include the following:

- Training of personnel in literacy programmes
- Utilization and adaptation of the twelve volumes of APPEAL Training Materials for Literacy Personnel (ATLP) and eight volumes of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)) in regional, sub-regional and national training activities. The materials focus on the specific needs of various levels of personnel involved in the management and implementation of literacy programmes. A series of training workshops have been organized at the regional, sub-regional and national levels using these materials.
- Utilization and adaptation of the four volumes of the APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM), in regional, sub-regional and national training activities. These were developed to help practitioners in the Member States strengthen the planning and management of nonformal education.
- Development of literacy materials with reference to specific disadvantaged population groups in the Member Countries. Various kinds of literacy and continuing education materials under the heading "Asia-Pacific Joint Development" (AJP) have been developed for youth and adults in co-operation with the Asia- Pacific Cultural Centre for UNESCO (ACCU). Literacy materials for rural primary schoolchildren have also been developed jointly with Hiroshima University, Japan.
- Development of innovative and effective strategies and approaches for promoting literacy and basic education at the grassroots. One pilot project is on the promotion of primary education for girls and disadvantaged groups, and the other pilot project is on the promotion of literacy for youth and adults.

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- Support to the inter-country project on Community Learning Centres which started in 1998. The aim is for the promotion of literacy through community participation and ownership, especially in countries which have large pockets of illiterate population groups. Under this project support is provided to participant countries in the development, testing and dissemination of grassroots-based literacy and basic education programmes and activities. These involve co-operative planning, design, execution of programmes and the sharing and exchange of experiences.
- Other related activities

  For the 1998-1999 biennium, APPEAL is also organizing the following activities:

  Expansion of basic education

  Materials Development for Effective Schooling in Rural Primary Schools

  Early Childhood Care Education (Preschool Education)

  Inclusive Schooling (for children with special learning needs)

  UNESCO- PROAP ACCU Literacy Database

  Literacy for the Empowerment of the Poor

  Regional Follow-up of CONFINTEA V (Adult Education)

  Quality of life issues

  Scientific and Technological Literacy For All (Project 2000+)

  Preventive Education Against HIV/AIDS and Drug Abuse

  Environment and Population Education for Sustainability

Support for APPEAL comes from UNESCO's Regular Programme Budget, the Funds-in-Trust contributions from the Governments of Japan and Norway, grants from UN partners especially UNDP and UNAIDS, and voluntary contributions from Member States. The funds are used as a catalyst for innovative projects; for regional, sub-regional, national and community activities; for inter-country exchange through study visits and publications; and for the strengthening of networks and partnership through the National Coordination Committee of APPEAL (NCCA) and the APPEAL Resource and Training Consortium (ARTC).

VI. Overview of Community Learning Centres

The setting up of Community Learning Centres (CLC) in Member States is APPEAL's answer to promote community participation and ownership. The idea is that the centre should be "managed by the people, for the people," and maybe by local institutions outside the formal school system, located in villages or even in urban areas. The centres will provide various learning opportunities for empowerment of all the people and improvement of their quality of life, and for community development to promote social transformation.

The CLC could function as the venue for education and training activities, for community information and resource services, and for community development, co-ordination and networking. The CLC is an institution that promotes empowerment, social transformation and quality of life through lifelong learning, resource mobilization and social action. Its activities should be flexible and participatory, and allow leadership to emerge from any member of the community, while also providing support mechanisms through strengthened co-ordination, networking and partnership.

The APPEAL Training Materials for CE Personnel – Continuing Education (ATLP-CE), the Development of the Community Learning Centres (Volume VIII), were the main resource material for this Planning Meeting. Annex 5 consists of case studies from Nepal that provide a model for the development of CLCs.

Chapter 2

Summary of Country/Agency Papers: Issues and Trends Emerging

The country papers presented by the participants followed an outline sent prior to the meeting. These included the general background or profile of the country, the education system, and a case study on the existing Community Learning Centres. In a single session two countries were paired as presenters, based on some common features identified. Each presentation was facilitated by a moderator selected from amongst the participants and resource persons, followed by an open forum.

The summary of the country presentations and the issues and trends emerging are included in this part of the report.

Panel Presentation 1: Bangladesh and Papua New Guinea

Bangladesh

General Background

Situated in the southeastern part of South Asia bounded on the north, west and east by India, by Myanmar on the east, and the Bay of Bengal to the south, the country has a land mass of 147,570 square kilometres, a population of 120 million, and a population density of 813 per square kilometre.

Education System

The general education system broadly comprises three levels: primary; secondary and higher education. Primary education is for 5 years (grades 1-5) beginning at the age of 6, and made compulsory since 1993. Secondary education consists of two levels: first level, grades 6 to 10; and second level (higher secondary), from grades 11 to 12. Higher education is the post-higher secondary level occurring after grade 12.

Parallel to the general system, there is a traditional Islamic system known as Moral Education (religious education) of 16 years duration. Religious education also exists for Hindus, Christians and Buddhists.

Nonformal education (NFE) has emerged recently in the form of the Total Literacy Movement (TLM) and the Central-Based Approach (CBA). The Government considers literacy as an essential input in national development and has adopted two policies: the universalization of primary education and the eradication of illiteracy. To execute these policies, the Government created a separate division called the Primary and Mass Education Division (PMED) under the Ministry of Education. The Department of Nonformal Education (DNFE) is under the PMED, and is responsible for promoting nonformal education.

Education Indicators

Primary enrollment: 76% (1991), national target 95% by 2000

Female gross enrollment: 70% (1991), national target 94% by 2000

Drop-out rate at primary level: 60% (1991), national target 30% by 2000

Adult literacy rate: 35% (1991) increased to 51% (1998), national target 62% by 2000 and total literacy by 2006

Current Situation of Community Learning Projects

The DNFE has a training package of 3 months following the basic literacy course of 6 months (TLM), and 9 months (CBA). Each post literacy centre has a facilitator, and there is one supervisor for 10 post literacy centres. DNFE has set up 935 Gram Shikha Milan Kendra (GSMK) post literacy centres.

CLC Implementation Situation

About 935 GSMKs were established in 76 thanas of 64 districts. Post-literacy materials, books, magazines, a radio set, daily and weekly newspapers and play materials were supplied to these GSMKs.

Ganokendra Community Learning Centres

Ganokendras (GK) are Community Learning Centres set up by the Dhaka Ahsania Mission (DAM). Each centre is managed by the local community through a committee of 5-7 members. The committee arranges accommodations and fixes the schedule of activities of the centre. The centre is open 4-5 days per week, 2-3 hours daily. DAM provides support in the form of bookshelves, books, newsboards, signboards, sports materials and wall magazines. Musical instruments were contributed by the community. Ganokendras are located in clubs, local homes or unused rooms of literacy centres. At present 764 Ganokendras are functioning in 5 districts.

The objectives and expected outcomes of the Centres are to cater to lifelong learning, reach out to the community, serve the informational needs of the community; support the network among existing resource centres and to provide services. The programmes are responsive to and reflect the needs and aspirations of the community. The Centres are managed by the communities, and work as multipurpose and multifunctional institutions.

The planning and management of the Ganokendra are supported by the field officials of DAM in consultation with the members. They plan the activities and identify the needs in various areas. In Jessore district GK members are linked to credit programmes, whereas in Barguna, water and sanitation projects are implemented.

DAM has published books for people with limited reading skills; these books include material on environment, health, anti-drug matters, agriculture, income generation activities and legal affairs. GK members prepare their own hand-written wall magazines and display these on the centre newsboard. Activities of GKs are monitored on a monthly basis by supervisors.

Gender development is one of the major focus of GK activities, which include collecting case studies on the role of women in the village, and disseminating the outcomes of rural workshops.

Problems encountered include the lack of a permanent site for GKs and the lack of incentives for facilitators.

For the future, GKs hope to provide training to allow individuals to acquire knowledge and skills; open up activities for the younger members of the community not reached by formal education; and provide community services in the areas of early childhood development, community forestry and the promotion of sanitary latrines and smokeless ovens.

Papua New Guinea

Country Profile

The country has a population of 4,250,000 (1997), with a population growth rate of 2.3 %; there are 897 major languages and approximately 50% of the population is illiterate.

Socio-Economic Information

The country has a political system based on the British parliamentary model. It has a developing economy, with a Gross Domestic Product (GDP) of K6561.1, and a Gross Domestic Product per capita of K525.8.

Ethnic and Cultural Information

The country is divided into four main regions, namely: Highlands – five provinces; Momase – four provinces; Southern – six provinces; and Islands – seven provinces. The highland provinces are heavily populated and comprise 40% of the total population.

Population groups are mostly Melanesian and a small percentage of them are Polynesian (2-3%). They live along the Papuan coast and some outer islands (Vuvulu and Motlok). There is no dominant culture, but most people living in rural areas speak their own languages and practice their own folk wisdom.

Education System

Schooling begins at the primary level and continues to secondary and tertiary levels. Fifty per cent of schools are owned and administered by the national government, while fifty per cent are owned and administered by Christian churches (80% of these are Catholic-owned and governed). The community has very little or no influence on how learning is conducted in both the formal and nonformal contexts.

The Community Learning Centre is a new concept in Papua New Guinea, but a pilot project is being proposed in East Sepik Province. NGOs are instrumental in creating awareness about issues that affect society, and in the promotion of literacy and non-formal educational activities. These have been very helpful for the illiterate population. The funding to promote NGO activities mostly comes from donor agencies, and none from Government.

As of 1997, the enrollment figures for formal education are as follows: elementary level – 25,633; primary – 548,256; secondary – 69,368; national high school – 2,673. The transition rates are: elementary to primary – 14.9%; primary to lower secondary – 46.5%; and lower secondary to upper secondary – 83.8%.

Case Study of a Community Learning Centre

The Community Learning Centre was a prime initiative of the Boiken Nagun language group of East Sepik Province. The population in this particular area is approximately 15,000, most of whom are subsistence farmers. The literacy rate is about 25% for females and 35% for males. The unemployment rate is high and most of the unemployed are school drop-outs.

The out-of-school youth initiated the setting up of the CLC. They made a contribution of $150 through a major fund raising by women who made bags for sale. Ninety per cent of the local residents were mobilized. The money collected was used to set up the CLC, the labour and land provided by the people. The building was made from local materials and built by local volunteers. The total contribution received (in US dollar equivalent) was $15,275 broken down as follows: land, $13,000; labour, $1,200; local materials, $75; and fund raising, $1,000.

The community participation was excellent and unique, demonstrating the efforts by local residents to step forward. The turning point for the initiative came from the real needs for education as expressed by the illiterates and unemployed youth.

The people in the community shared a common language and similar living standards. Most women were an important source of skills – a practical approach for such a community project.

In this perspective, two kinds of support were provided, one from local residents to support the CLC in money and kind, while the NGOs assisted in providing human resource personnel and information. The CLC has unique features. The diversity in age groups, the educational level and the religious affiliation of the people, did not hinder their aspirations in making sure that the goals were met through their participation as one community and one people for the common interest. The activities to be implemented at the CLC will provide them with training in effective decision making for their future and within their culture.

There are several problems which have to be dealt with such as unequal participation in community activities, drug abuse, increased unemployment, and a high illiteracy rate. Although the annual income per person is about $200, the value-added tax charged to the villagers is very high. The burning issues are twofold depending on the ethical preferences of the local people. One is the presence of many religious groups in one community which leads to disintegration and limits the

opportunities to attain the common goal of capacity building. Another important one is the stature of the family in any particular region or community, since families and individuals have different views about working in common. The need is for the community to solve first the basic needs of illiterate people rather than for individuals and families to compete to fulfill their daily needs.

Although there have been problems with particular communities, education is a stated priority to solve problems and identify prospects. In a community where 75% of the inhabitants have a need for income generating projects, these then become a common focus for learning. When people become educated they now have the willingness to work together and to evolve common strategies to improve their capacities for achieving prosperity. This is regarded as a "common driving need for sustainability towards a common targeted goal."

From our experience in setting up the CLC, there is the need for a forum to identify and analyze the common needs and then to undertake strategic planning for identifying training activities to be implemented in CLCs.

Panel Presentation 2: Uzbekistan and Mongolia

Uzbekistan

The Republic of Uzbekistan, geographically and productively, consists of many sectors. These are based on the specialization of industries such as gas, electric power, agricultural machinery, cotton goods, chemicals and others. Uzbekistan is beginning to meet the requirements of a market economy. The total population is 23,655,000.

The new law on education was adopted in 1994. The new system covers pre-school education, general education from 1 to 9 years and secondary specialized education for 3 years. Compulsory education is for 12 years. The technical lyceums and professional colleges provide high school education. Since education is guaranteed by the Government, the literacy rate is 100%.

The Community Learning Centres

The Government has established several community (soglous hulad) programmes for health care, a rural school for the rehabilitation of children with developmental delays, and others. There are some social centres called mahalla-iya and other cultural centres.

There are several ways of implementing community learning education programmes: formal preschool education; community schools, kindergartens; centres for adults drop-outs and centres for learning English, business, and computer skills.

Mongolia

Country Profile

The country has an area of 1.6 million sq. km, with a population of 2.4 million, 51% of which are women, 49% are in the urban areas, and 15% live a nomadic life. The annual birth rate is 2.2%. The literacy rate of Mongolia is 95%.

Socio-economic Indicators

Animal husbandry is the main preoccupation of the people. GNP per capita is $450, and the economy is in transition from a centrally planned to a free and open market system.

Education System

Formal education includes 4 years of preschool, four years of primary schooling, 4 years of lower secondary schooling, 2 years of upper secondary and 4 years of technical vocational education (TVE). Compulsory education is up to the lower secondary level.

The Government provides free education to public preschool, primary, secondary and TVE students as well as maintenance expenses for higher education. The education budget as a percentage of the government expenditure is 22.4%.

Nonformal education is a new concept developed since 1990 under APPEAL. The APPEAL Training Materials for Literacy Personnel – Continuing Education (ATLP-CE) were adopted and a distance education project with NGOs is being implemented for Gobi women.

Community Role

The new education law specifies that local communities should be represented on the governing board of the local educational institutions. The local governments also provide some funding for primary and secondary schools.

The Roles and Status of NGOs

Eight hundred NGOs have been established since 1990, as community-based and nonprofit organizations. They provide social services for the communities and thus share some responsibilities of the Government according to the 1997 Law on NGOs.

Educational NGOs provide nonformal education programmes through flexible and effective methods with wide community participation. Some of the active NGOs are the Citizenship Education Centre, Voter Education Centre, and the Information Research and Training Centre.

A Case Study of the Voter Education Centre

The community is responsible for the planning, implementation, and monitoring of all activities. The unique characteristic of the centre is its approach of reaching the isolated rural nomadic population through flexible innovative methods of implementation. All of the programmes are designed to change people's behavior and thinking.

The issues and problems relate to the inadequate training of teachers, lack of funding, the difficulty of reaching isolated target populations, and the lack of awareness of educational values by the community.

Panel Presentation 3: Nepal and Bhutan

Nepal

Background

Nepal is a beautiful landlocked country situated between two big countries, India and China. It is divided into three geographical regions: mountainous, hilly, and tarai. According to the 1991 census, the population of the country is 20.84 million, with an average growth rate of 2.66%. The per capita income is US$200, with an estimated growth rate of 2.9%. More then 80% of the population are in agriculture. The culture is characterized by a strong caste system. Basically, the country is a constitutional Hindu kingdom. There are other religious groups, among them Buddhists, Muslims, Christians and Sikhs, living together and contributing equally towards nation building.

Education System

The education history of Nepal starts from 1950, when there were only a couple of schools but not open to everybody. Less than two per cent of the total population of the country was literate at that time. The Government began to open the door of education and started up many schools after that.

There are five levels in the education system, namely pre-primary for one year, which normally starts at the age of 5. The primary cycle is for 5 years (grades 1 to 5) for children age 6-10; lower secondary school starts at the age of 11 (grades 6 to 8) and lasts three years. The cycle of secondary education is normally for those ages 15 and 16 in grades 9 and 10. Higher education starts at the age of 17, and continues for 7 years.

Currently, there are 22,218 primary schools, 5,506 lower secondary schools and 2,903 secondary schools all over the country. All together, there are 4.6 million students in school. At present about 48% of the population are literate – by Year 2000, the aim is to reach the literacy rate of 76%. The Government is going to implement compulsory primary education and organize national campaigns to run non-formal education classes. It has allocated 14% of its national budget for education. The major portion of this budget goes to primary education and the balance goes to secondary and higher education. There are few private schools and colleges, and four universities, but all of these are supervised by the Government. The Government is also responsible for providing space, building schools, supplying furniture, maintaining physical facilities and managing the schools. It is also responsible for monitoring, supervising, training teachers and making quality improvements in education all over the country.

Government- NGO Partnership

There is a strong government and NGO partnership in Nepal; the Government runs 40% of the literacy classes while NGOs run 60%. There are two types of NGOs: the international NGOs like World Education, Save the Children USA, United Mission to Nepal (UNM) and others; and national NGOs like the National Resource Centre for Nonformal Education (NRC-NFE), and other community-based organizations (CBOs). Many NGOs operate community learning centres (CLCs) in a variety of forms such as post literacy programmes, village reading rooms and savings and credit programmes. International and regional agencies also provide support to the NGOs, especially for community participation. Some of these are the National Federation of UNESCO Associations of Japan (NFUAJ), the Asia Pacific Cultural Centre for UNESCO (ACCU), UNESCO and UNICEF.

Case Study of a Community Learning Centre

The concept of Community Learning Centre was first introduced by the Sati Project – a UNESCO supported project operating from 1981 to 1991. It was continued by the Basic and Primary Education projects (BPEP) under the Ministry of Education. However, the concept is not fully developed and has not spread widely. So far, the concept is limited only to resource centres and community reading centres.

Some of the NGOs, together with full participation of community people, are launching community learning centre programmes under various names. They link post literacy programmes with income generation and awareness programmes. The Government and other international funding agencies support the activities.

Problems and Issues

The Government has allocated only 0.5 to 1 per cent of its total education budget to nonformal education. However, co-ordination among the Government, government-line agencies and NGOs is lacking. There is also little participation by community members and political parties.

Bhutan

Country and Education Profile

Bhutan is a small kingdom with an area of 46,500 sq. km., a population of 600,000, and a birth rate of 3.1 %. The currently reported GNP is US $ 551.

The country has 376 schools and NFE centres. The different levels of schools are as follows: community schools and primary schools providing 7 years of primary education; junior high schools providing 2 years of secondary education; high schools providing higher secondary education for 2 years; colleges for 3 to 4 years education; private schools and nonformal education centres.

The student population as of 1998 is 100,000, which is one sixth of the total population of the country. Education is free at all levels. The literacy rate has increased rapidly to 54 % over the years and the drop-out rate has decreased to 6.04 %.

Nonformal Education

This programme was initiated to impart basic literacy skills to those who have no opportunities to participate in formal schooling. The NFE programme has two components: basic literacy course for one year; and post literacy courses. The post literacy programme was introduced in 1996 for neo-literates, school drop-outs and other interested people in the community. It is designed to meet the diverse needs and interests of the learners in improving their functional knowledge and skills for their daily lives.

The local nonformal education committee submits proposals to the District Authority for the establishment of an NFE centre. The District Authority further submits the proposal to the Education Division which gives approval.

Case Study of Community Learning Centres

The construction of the CLCs in two districts is under way with land and labour contributed by the people and with funding support by APPEAL. There is a plan to replicate and expand the CLCs in 6 to 7 districts of the country by the end of 2002.

Problems and Issues

Rural communities have their own beliefs, attitudes and practices, which are very difficult to change. This conservatism has a strong implication for the organization of training activities where the objective is to train the people to become change agents in the process of community development. Therefore, there is a need to try out a variety of approaches and to use practical examples that would create awareness and change of attitude. These approaches have to be relevant to the people's daily lives and allow them to try out new things. There is also a dire need for people to be educated about reproductive health, co-operation in income generation, improved farming techniques, and proper health and nutrition.

Panel Presentation 4: Cambodia, Lao PDR and Indonesia

Cambodia

Country Profile, Demographic and Socio- Economic Features

The Kingdom of Cambodia is situated in Southeast Asia and has a land area of 181,035 square kilometres. Total population is 10,700,000 (male: 48%, female: 52%). There are 19 provinces and 3 municipalities.

According to the latest socio-economic survey of the country, 85% of the population are farmers; the population growth is 2.4%; and the literacy rate is 67% (male : 78%, female: 57%). Cambodia's economy is based chiefly on agriculture, with corn and rice as the main crops. GDP per capita is US$270.

Education System

The Ministry of Education, Youth and Sports is responsible for preschool, primary, secondary, tertiary and non-formal education. There are six years in primary schooling (grades 1-6), six years of secondary schooling (grades 7-12), 3 years of vocational and technical training, and 4 -7 years of higher education.

The policy of the Ministry of Education, Youth and Sports is to give priority to universalizing nine years of basic general education, developing new opportunities for functional literacy; modernizing and improving the quality of education through effective reforms; linking education and training with the labour market and society; and rehabilitating and developing the youth and sports subsector.

Case Study of Community Learning Centres

The Ministry of Education, Youth and Sports has co-operated with UNESCO, Ministry of Women's Affairs and Cambodian Women's Development Agency (CWDA) to run Community Learning Centre (CLC) activities in Cambodia. There are now five CLCs: three in Battambang province; one in Siem Reap province; and one in Kandal province. The CLCs have integrated environmental education, libraries, sculpture, painting, literacy training and cultural activities such as music and dance in their programmes. The target population for CLC activities is mostly poor women, adults, drop-outs and out-of-school children.

The main objective of the CLCs is to promote and provide relevant basic education, answering to the needs of rural communities and to prevent relapses to illiteracy. In addition, the CLCs also provide vocational training, such as textiles (Khmer traditional skirts), mat making, silk weaving, dressmaking and tailoring. The accomplishments so far are small in scale. Much has to be done yet to meet the basic needs of the rural people. The main obstacle is the shortage of funds and technical expertise.

One CLC described here is found in Siem Reap, one of the provinces located in the northwest, about 314 kilometers from the capital, Phnom Penh. The population is approximately 695,500, one third of them are illiterates and include the poor and very poor. This is where community development is necessary.

In 1994, two organizations in Japan, the National Federation of UNESCO Associations of Japan (NFUAJ) and the Yoshiotaka Hope Fund, provided support to this province. The organizations supported literacy and post-literacy activities such as the setting up of mobile libraries in 5 remote districts. Two activities were also organized per year. The project has been running well through the participation of the villagers, the local counterparts and the district authority. Other NGOs have also provided support such as the World Food Programme (WFP), which provides rice to the literacy teachers in addition to their monthly allowances. The United Nations Volunteer Sector in Siam Reap provides technical support.

Seven sessions of literacy classes have been organized, and 335 classes have been opened; 5,948 learners have joined the classes, of whom 4,022 are female; 4,873 have completed the training course, of which 328 were females. Under the present training courses 1,301 have joined and 836 are females. The project has also provided training for 85 literacy teachers of which 21 are females.

Lao PDR

Country Profile, Socio-Economic and Education Data

Lao PDR, a landlocked country has as reported in 1995 a total population of 4,605,300. The land area is 236,800 sq. km, and population density is 19.4 per sq. km. There are 18 provinces, 141 districts, 11,935 villages, and 752,105 households. Agriculture provides a sustainable livelihood for 85% of the people. The per capita income estimated in 1985 is US$ 280. The main exports are timber and electricity.

The country has a school enrollment rate of 76%, a repetition rate of 20%, a drop-out rate of 10%, a survival rate of 49% and a literacy rate of 77.52%.

Case Study of the Community Learning Centres

The first Community Learning Centre (CLC) was set up in 1990 in Luang Namtha Province. There are now 168 CLCs in the whole country. Support to the CLCs comes from Government, UN Agencies including UNESCO, international NGOs and other donors. The main target groups for CLC activities are illiterates, unreached youth, drop-outs from primary schools, ethnic minorities and other disadvantaged groups.

The objectives for setting up the CLCs are to promote activities for villagers to use their knowledge to improve the quality of life and to increase the villagers' (especially women's) ability to develop their locality along with achieving the objectives of socio-economic development by arranging group discussions to solve problems by themselves, especially regarding local resources. The activities include literacy and post-literacy classes, income generating activities (skills training, animal raising, cultivation), information services (health care, nutrition, family planning, gender promotion, technology, etc.) to improve the quality of life and increase income, and organizing or providing a venue for various meetings, gatherings, cultural activities, exhibitions and product displays.

Problems and Issues

These are related to a lack of social awareness especially concerning the roles and activities of the CLCs, insufficient funds despite the contributions of many agencies, lack of experience in promoting linkages and networking with other development agencies and organizations inside and outside the community, and insufficient equipment, especially multimedia and other materials.

The future plans are to improve and strengthen the CLCs, replicate them in other villages, mobilize additional resources for facilities, equipment, materials and supplies, provide more basic skills training to various interest groups, strengthen co-ordination with organizations, especially those providing funds and technical support, and establish a national network of CLCs.

In conclusion, the Community Learning Centres are good models for promoting non-formal education in Lao PDR. Most activities that were organized helped the villagers to develop their own locality, and improve their quality of life. The most important value is the way people themselves resolve their problems.

Indonesia

Country Profile

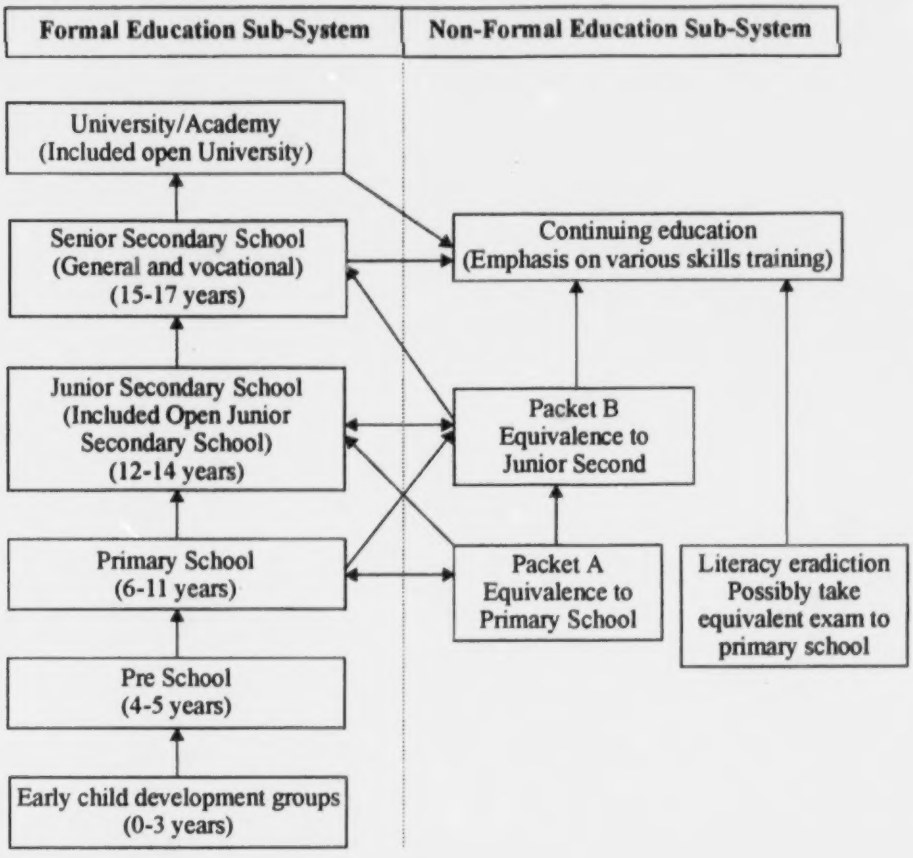
The Indonesian territory extends 5,000 km from east to west and 1,750 km north to south. The population is approximately 220 million, and the growth rate is 1.6%. Sixty per cent live in Java and Bali which only cover 7% of the total territory. Before the start of the economic downturn in 1996, the population living below the poverty line was 11.39% (22.6 million) reduced from 40% (54.2 million) in 1976. Recent reports indicate an increase of people living below the poverty level, even higher than in 1976.

Education System

Education is the main responsibility of the State. The Ministry of Education, therefore, is responsible for formulating education policies, planning, programming, organizing, supervising, evaluating and developing as well as conducting research. Most of the budget for primary and secondary schools is provided by Government, while many universities are privately managed. For nonformal education the role of the community is very important. The NGOs provide a supportive role in the education process.

The structure of the Indonesian education system is shown next page:

Structure of Indonesia Education



Nonformal education comprises three programmes, namely illiteracy eradication, equivalency and continuing education. Illiteracy eradication programmes serve the illiterate members of the community ages 10-44 years. Once they are ready, they are provided opportunities to take the primary school equivalency examination. The equivalency programmes consist of: Packet A programme for out-of-school equivalency to primary school; and Packet B programme for equivalency to junior secondary school. The continuing education programmes are mostly organized by private training institutions, and cover almost 107 vocational skills.

Case Study of the Community Learning Centres

Community Learning Centres in Indonesia started this year (1998 – 1999). Communities from 27 provinces proposed to have 673 CLCs, but the Government needs to evaluate the proposal in order to select the more visible CLCs as the pilot model. The development will be for 5 years. The number of activities at each CLC will depend on the needs of the community. CLCs belong to and are to be managed by the community, the important support therefore is from community participation.

Problems and Issues

The co-ordination and organization of activities vary according to the needs of the community. Therefore, there is a need for technical expertise and funding support.

Presentation 5 – Asia/Pacific Cultural Centre for UNESCO (ACCU)

ACCU has three important activities related to literacy: materials development; capacity building and networking. One project is Literacy Resource Centres (LRC) for Girls and Women which started in 1994. Its aim is to promote networking of NGOs and government agencies that are active in literacy. An LRC is a centre managed by a partner NGO of ACCU, acting as a technical resource centre for human resource development, materials development and information.

Currently, there are 12 LRCs under the ACCU/LRCs Network. They are:

Dhaka Ahsania Mission (DAM) – Bangladesh; Cambodian Women's Development Agency (CWDA) – Cambodia; Research and Training Centre for Literacy Education,Southwest China Normal University (RTCLE) – China; Rajasthan Adult Education Association (RAEA) – India; Studio Driya Media (SDM) – Indonesia; Non-formal Education Development Centre (NFEDC) – Lao PDR; National Resource Centre for Non-formal Education (NRC- NFE) – Nepal; Pakistan Girl Guides Association Punjab Branch (PGGA) – Pakistan; Papua New Guinea Integral Human Development Trust – Papua New Guinea; Notre Dame Foundation for Charitable Activities Inc., Women in Enterprise Development (NDFCAI-WED) – Philippines; Hill Area Development Foundation (HADF) – Thailand; and National Organization for Community Education, Continuing Education and Development (NOCEAD) – Viet nam.

Who are the Users?

The LRCs local network includes government agencies and NGOs active in literacy, NGO staff, field workers, facilitators and donor agencies.

Each LRC has its own objectives and functions. Some representative activities of LRCs are concentrated in five major areas:

1. Innovation

Initiating innovative projects and strategies to promote literacy

Developing a participatory evaluation system, conducting research studies for international organizations and the Government

Advocating empowerment of women through education

2. Materials development

Designing NFE curricula for specific target learners

Developing teaching/learning materials and reference materials

Producing audio-visual materials for environment building and learning

3. Training

Orientation in innovative projects

Providing management training to NGOs and communities

Conducting materials development training workshops

Organizing meetings/courses on village development for villagers

4. Information

Collecting/providing reference materials and information to CLCs and field workers

Publishing LRC newsletters/bulletins

Developing EMIS for literacy class operations

5. Networking

Promoting network of local NGOs

Providing technical and financial resources to small NGOs and/or CLCs

Developing LRCs home page introducing their activities and findings

Sharing success and lessons learned at international meetings and workshops

Exchanging with other LRCs through the ACCU/LRC Network in Asia and the Pacific

For the CLCs being set up in the communities in Asia and the Pacific, LRCs may be able to provide the following services, depending on their capacity:

Assistance in CLC pilot projects and replication with other NGOs

Education and training for managers and facilitators and orientation to communities

Local production of materials, instruction in use of information technology, development of manuals or guides

Provision of teaching-learning and training materials for community information and dissemination of resources, reference materials in LRC library

Access to the Internet for information

Help in seeking financial resources to support activities and projects

Monitoring/guidance

Provision of databases to development experts, and materials catering to specific communities

Focal point of CLC network, promoting linkage with national and provincial government agencies, advocating support for CLC activities, mass media campaigns (i.e. Literacy Week)

Sharing information about successful CLC programmes in Asia-Pacific with donor agencies

Presentation 6: United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)

ESCAP and HRD Services

ESCAP stands for the Economic and Social Commission for Asia and the Pacific. Established in 1947, ESCAP is the regional arm of the UN for Economic and Social Development in Asia and the Pacific. ESCAP is the only comprehensive inter-governmental body dedicated to regional development. ESCAP's mission in the field of human resources development (HRD) is to strengthen national capacity to plan and deliver HRD services to the people of Asia and the Pacific. This is done through the development of institutions and the enhancement of government performance to promote HRD. Targeted HRD services include education and skills development, employment and health. The programme is implemented by the HRD Section of ESCAP.

ESCAP's Literacy Projects

Currently, the HRD Section of ESCAP has two projects focusing on promoting literacy for women, which both started in 1996. The first project, which concentrates on Indo-China and the Pacific, involves the countries of Bhutan, Cambodia, Lao PDR, Papua New Guinea, Solomon Islands, and Vanuatu. This project, supported by the Government of the Republic of Korea, focuses on the capacity-building of local organizations in the delivery of nonformal education, as a means of poverty alleviation. After having conducted needs assessments during the project's first year, the project activities have been tailored for each sub-region's needs. In Indo-China therefore, the focus has been on learning management skills to effectively implement literacy programmes, and activities have been intended to strengthen the planning, management, monitoring and evaluation capabilities of local-level organizations engaged in literacy training. In the Pacific, ESCAP works with member organizations of the existing subregional NGO alliance, Meltrust. Activities focus on strengthening the capacity of local organizations through supporting local-level training activities in disseminating teaching methods and materials development.

The other ongoing project involves the South Asian countries of Bangladesh, India, Nepal and Pakistan, and is supported by the Government of the Netherlands. The focus of this project is on capacity building of organizations/literacy personnel in designing and delivering post-literacy programmes. There has been growing concern that without proper follow-up, functionally literate females could relapse into illiteracy. Therefore, it is hoped that the post-literacy programme being

developed under this project can be used as a prototype in ESCAP countries. A handbook containing a total package for training of literacy personnel, which involves all aspects of a literacy programme (planning, materials development, management, monitoring and evaluation) was developed at the subregional workshop in January 1997, with the involvement of national counterpart organizations. It is intended that this collaborative process will promote effective working partnerships between NGOs and governments in post-literacy and continuing education.

Summary of Work

Thus it can be seen that three factors have been crucial to the success of HRD/ESCAP's work in the field of literacy promotion. First, collaboration with other agencies, such as UNESCO/PROAP. From the beginning stage of projects, ESCAP co-ordinates with other relevant agencies, to ensure that existing resources are being used wisely and effectively. Second, the networking. In all of its projects, ESCAP aims to reach the grassroots level learners, teachers and communities, through its partnership with national counterpart organizations. Furthermore, the projects start with subregional activities and "trickle down" to the national and local-level activities, ensuring transfer of skills at all levels. At the same time, the projects aim to create a network of NGOs as well as to foster government-NGO collaboration for the effective delivery of literacy programmes in the ESCAP region. Finally, one of the most important aspects of the ESCAP projects has been the development of prototype materials for nonformal education and the focus on capacity building. ESCAP's focus on the development of materials such as the gender-focused curriculum and the handbook, have provided prototypes for the design and implementation of functional literacy programmes. By placing an emphasis on capacity building of the national and local NGOs running literacy programmes, ESCAP hopes to contribute to the improved quality and sustainability of these programmes.

Future Work

ESCAP hopes to intensify collaboration with UNESCO-PROAP and also with ACCU, through co-ordination at project stages from design to implementation. By working closely together, resources can be used more effectively and productively. One of the most important aims of future activities is to increase the involvement of community-based organizations and collaboration at the local level. It is in these areas that ESCAP hopes to work closely with the Community Learning Centres (CLCs). Through local-level networking, organizations can learn from one another, exchange ideas, and share resources. An increased involvement of community-based organizations will also ensure that the project activities are meeting the needs of the target population, and further build the capacity of local organizations. The CLCs should be an integral part of any community based projects, and are in an excellent position to take the lead in promoting literacy.

With that in mind, ESCAP is currently in the beginning stages of formulating a project proposal that will integrate several of the main project themes ESCAP is working on. Working in collaboration with UN agencies such as UNESCO-PROAP, UNDCP, and UNFPA, this project will aim to incorporate the functional adolescent health issues of 1) sexual and reproductive health; 2) drug abuse prevention; and 3) HIV/AIDS into non-formal education programmes. Furthermore, this project will aim to integrate these issues at several levels - policy-makers; NGOs and youth organizations; and health and social

workers at the grassroots level. At the policy level, the goal of the project will be to raise the awareness of policy-makers, as well as all formal literacy personnel and the public, of the need to integrate adolescent health issues — eventually hoping the formal education systems will follow the example of the NFE sector. At the organization level, it is hoped that NGOs working in literacy will incorporate these issues into their existing literacy programmes, as well as working with youth organizations to start up their own programmes. Literacy and IEC materials will be developed, and capacity-building activities will continue. Finally, at the grassroots level, health and social workers will be trained in the delivery of adolescent health services and the importance of their inclusion in literacy curricula for adolescents.

This project is at the formulation stage, but the HRD Section at ESCAP is quite excited by its possibilities and scope. We look forward to continued and successful collaboration with UNESCO-ROAP, and to working with the CLCs toward the goal of delivering effective literacy programmes to the disadvantaged sectors of the ESCAP region.

Issues and Trends Emerging

Nine countries shared their country experiences. ACCU and ESCAP representatives also shared theirs and explained their programs briefly during the workshop.

The nine countries could be grouped into three categories in terms of their literacy rate and enrollment rates in primary and secondary schools:

Group A: Uzbekistan and Mongolia
Group B: Indonesia
Group C: Bangladesh, Bhutan, Cambodia, Laos, Nepal and PNG.

Similarly, Uzbekistan, Indonesia, Laos and Bhutan reported that their Governments provide resource support to the Community Learning Centers (CLC) Programme, whereas Mongolia, Cambodia, Nepal and PNG stated that both Government and NGOs work in partnership to set up and strengthen CLCs in their countries.

As the participating countries are at different stages of development, the programmes of CLCs also show a great variety. There are those with libraries, newspaper reading centres, and design and publication of easy-to-read and useful materials for post literacy and equivalency programmes. They also conduct a variety of income generating programmes such as women's empowerment, weaving, handicrafts, vegetable farming, and horticulture.

Health and nutrition education is a common concern to all. Mongolia emphasizes voter education while PNG and Cambodia promote culture through CLCs.

Important issues that relate to the CLCs in the various countries are described below.

In Bangladesh, both the government and NGOs are actively promoting CLCs, which are called Gram Sikkha Milon Kendra. There are 955 of them. Dhaka Ahsania Mission (DAM) has 768 gonakendra equipped with libraries and sports facilities and offering socio-cultural activities.

In 1992 Bhutan started the CLCs organized by the National Women's Association. Since 1993, the Government has taken over two CLCs, set up with help from UNESCO, and 10 more will be set up providing literacy, vocational training and information dissemination.

Cambodia has Community Temple Learning Centers (CTLC) which were set up with the help of the National Federation of UNESCO Association in Japan (NFUAJ).

Mobile libraries for floating villages have also been established.

In Indonesia newspapers are distributed to the villages, and mini-libraries have been set up. CLCs are being developed by the Government.

In Lao PDR, 168 CLCs have been set up as of 1998. The CLC in Ban Phao offers various programmes related health, animal husbandry and agriculture, as well as an NFE programme for women's empowerment and development.

Mongolia's continuing education programmes make use of APPEAL's ATLP – CE. Projects by NGOs include voter education centres and civic education centers. In the future mobile CLCs, publication of self-learning materials and visiting teacher programmes will be possible.

In Nepal, the Government runs some neo-literacy centres through the Basic Primary Education Programme (BPSP) and the NFE Council. NGOs and IGOs both have programmes for women's empowerment, agriculture, health education and forest conservation.

The Papua New Guinea government encourages NGOs to promote CLCs.

The CLC in East Sepik province has a tribal council resource centre to promote arts, crafts and traditions, heritage education and sustainable development, with 21 NGOs working together.

In Uzbekistan, there is a programme for lifelong education and family-based activities, as well as kindergartens, preschools, foreign language schools and adult education for secondary school drop-outs. In the future, professional training is envisaged to build greater capacity.

From these presentations, it is clear that the nine countries presenting their experiences in relation to CLCs represent a wide diversity in terms of population size, educational status and other factors. These differences would considerably influence the nature of the programmes to be initiated in these countries.

The types of CLCs described in the presentations were not the same, for example, the post-literacy centre or the voter education centre. It becomes essential that a common understanding is reached in defining the common framework of CLCs with regard to the proposed UNESCO project.

In countries where the literacy level itself is low, the CLCs should provide more activities to the huge population of illiterates in order to make them literate. CLCs in Uzbekistan, where there is 100% per cent literacy; could operate at a higher level, providing technological literacy and other functional literacy activities.

A CLC should be viewed from a multisectoral perspective. This increases the complexity of functioning and requires special management mechanisms. We have to examine this issue closely while planning the programmes and activities of CLCs.

Community involvement is considered the corner-stone for the establishment and successful functioning of CLCs. While this can be achieved in the initial stages of the project with the help of additional human inputs and intervention, sustainability and continuity should be part of the plan. Thus, it is critical to invest in building capacity among the participating people at the grassroots level for self-management and decision making.

There is a need for developing a comprehensive database on different dimensions of CLC functioning, including cost considerations essential for receiving continued support - both for internal and external use.

Programmes in a CLC have to be continuously adapted to the changing requirements of the target group. It is therefore important to ensure this dynamic nature of the curriculum adopted by the CLCs so that the skills and knowledge imparted do not become irrelevant to the needs of the learners.

This last issue is a reiteration of ensuring the sustainability of the CLC initiative. Often, sustainability is linked only to financial support from outside agencies. While this is an important consideration, it should also be viewed with respect to managerial and academic dimensions. This again underscores the importance of capacity building activities for project personnel.

Chapter 3

Field Visits to Learning Centres in Dhaka

I. Background

Field visits to the learning centres around Dhaka were organized as part of the planning meeting. It was not possible to visit centres outside Dhaka City because of the recent flood that devastated the country. The participants were divided into three groups visiting three different locations in the city. The Dhaka Ahsania Mission run the learning centres. The following guide questions were prepared and the participants tried to find the answers during the visits.

1. In what context are the centres functioning (the physical location and the socio-economic context of the community)?
2. Who do the centres serve (i.e., participants in the activities of the centre)?
3. How are the centres managed? Who does it?
4. What are the activities of the centres?
5. What are the expectations from the centres and what is being achieved?

II. Observations During the Field Visits

The three group reports on the field visits include a summary of the observations, lessons learned, recommendations and suggestions. The three areas visited were in depressed communities where the CLCs provide educational opportunities for poor city dwellers.

Report of Group 1

The community is very poor, parents are poor, child labour is rampant and children at a very young age have to earn for daily survival. There are street children who go to the centre. There school participation is limited since they have to work in residential areas mostly as domestic helpers. The centre is in a very poor physical setting, with very meagre facilities. It is managed by Dhaka Ahsania Mission, an NGO. There are various forms of support from Government, community members and local resource persons who serve as teachers.

The activities of the centres include literacy classes related to different learning needs, for example, health, nutrition, reading, writing and numeracy. Parent meetings are also held, with discussions in their own language, especially those on health promotion. Curricular and co-curricular activities encourage learners to express their own ideas and be more creative. The students aspire to finish primary education, which the centre tries to provide.

Children are out of the regular school system because of poverty. There is no formal school in the community, and the parents lack awareness regarding the importance of schooling.

The suggested programmes for the learners through the CLC include skills training especially in income generation. Parents are provided with relevant learning materials for Income Generation Programmes (IGP); Equivalency Programmes (EP); and Health Promotion Programmes. An open learning environment system is being encouraged, including networking with other learning institutions such as the LRCs, in order to develop and disseminate audio-visual materials.

Training of vocational trainers has also been conducted. The centre plays a good role in sharing resource information and personnel in conducting literacy classes and educating parents. A strong GO - NGO collaboration has been shown in this particular centre, with a good support for the poor community.

Report of Group 2

Agargaon is located in a slum area. The families are poor; parents work as drivers, domestic helpers, and poor shopkeepers. The learning centre is located in one small, poorly ventilated room, made of bamboo, built on the muddy soil. The surroundings are highly polluted.

The beneficiaries of the centre are children 8-12 years old, and classes are held in 2 shifts, (9:00 - 11:00 a.m. and 11:00 a.m. - 1:00 p.m.) The centre is managed by DAM, and funding is provided by the Government, while the land is owned by the community. The centre has only one teacher who gets 500 Tk. (US$12) per shift per month. The teacher has a graduate diploma, and is able to handle classes in literacy, mathematics, and music. According to the organizer of the centre, there are 3 programme cycles, each consisting of 8 months registered attendance. Students are given marks. In the centre a small blackboard, a few posters on the wall and books in 3 subjects (native language, maths and social science) can be found.

The students observed can write, read the mother tongue and do some simple arithmetic.

Children in the learning centre are out of formal schooling because their families are poor, they have to work to support the family, or they come from unmotivated environments. The CLC has been set up to train learners in some trade skills.

The Government provides the classroom and equipment and pays the salary of the teacher.

College Gate is a slum located behind the Cardiology Hospital. The community is very poor. The children coming to the centre are temporary helpers in some shops, domestic servants, street children, and street beggars.

Another centre visited is in Mohammedpur, a slum area. The centre is built of red bricks and with GI sheet roofing. There are nine classrooms without furniture, except for blackboards and some educational materials in every room.

The children attending the centre are out of school or have to work after school. DAM manages the school as a non-formal primary school, following the government curriculum. Children are taught in Bengali; other subjects include maths, English and social science. There are 11 teachers and the school is run in 3 shifts. The graduates of the school can be equivalent to those who complete the 5th grade of formal primary schooling.

The CLC conducts lessons in sewing, washing, jute bag making, fishing net manufacture and shop-keeping. The Government and donors provide financial support.

Report of Group 3

The slum premises has been converted into a classroom, with the same conditions as slum life, where sanitation is very poor.

The children in the learning centre are poor, working children, whose parents have meagre income. Children must work to support their families.

The centre serves children that are "hard to reach" and many have never been to formal schools. Some are school drop-outs, working as domestic helpers; others sell water, flowers or candy on the road. The parents need training in health education and sanitation.

UNICEF provides support to two learning centres, operated within the government framework for nonformal education, while DAM has organized one primary education centre. Some funding has been received from the Government of the Netherlands.

The centres are run by social workers and volunteers who receive very small stipends, engaged and provided training by DAM. Teachers recruited by DAM have a minimum qualification of secondary education.

The activities include literacy, language, mathematics, and health and sanitation. Each training is at 3 levels of 4 months duration each. Targets are 8-14-year-old girls and boys. There are 25 students per class, with 2 shifts per day at 8:00-10:00 and 10:30-12:30.

The expected results are: increased knowledge base at 3rd standard of formal school, functional literacy for all, getting better jobs, and keeping children off the streets.

So far students have achieved some literacy skills, especially in reading and numeracy, in basic health, increased self-confidence and raised awareness of belonging to the community.

Other reasons why children are out of school, other than poverty are: parental pressure to work, parents unaware of benefits of literacy, parents unable to afford text- books, and other requirements of formal schooling, formal schools are far from home, temporary residence in a community, school is not interesting and relevant, children in formal schools are from different socio-economic levels so some children do not feel comfortable attending school, and peer pressure to stay with friends.

The activities in the CLCs include:

1. Children's functional literacy, skill development, nonformal equivalency schooling, focus on life skills and environmental education;
2. Adults or parents functional literacy, life skills (sanitation, health, nutrition, etc.), family planning and child rearing, attitude change, women's empowerment, income generation and environmental education.

Activities are organized in a participatory manner, promoting community ownership.

The CLCs will promote co-operation, document relevant and significant experiences, provide technical support, and encourage networking, innovative methodology and curricula for training programmes.

III. Lessons Learned

1. The convergence between nonformal education and formal education will allow the expansion of the scope of the CLCs and will reach a critical mass of disadvantaged children.
2. CLCs must provide skills that will make children literate as well as productive, and function to encourage the active participation of community members.
3. CLCs could serve as a good model for nonformal education, and a good way to help people become capable of resolving their own problems.

Chapter 4

Regional Framework and Guidelines for Community Learning Centres

Basic ideas and approaches to conceptualize Community Learning Centres were presented by two resource persons. The first presentation focused on the concept, framework and process of establishing CLCs using ATLP-CE, Vol. 8 (Annex 4). Two case studies, based on the Nepal experience, were also described (Annex 5). The second presentation was concerned with the crucial aspects of planning and management of CLCs. The ideas presented, as well as the experiences derived from the deliberations of the first three days, led to the formulation of guidelines for the project framework.

Basic Considerations in Establishing CLCs

Establishing a CLC is not like establishing a school, no set, standard, uniform materials should be used, and it should not have a specific target group.

A CLC is not part of a supply system, it should be established in response to demand from the community. However, there are basic considerations in establishing CLCs.

- Preparatory Stage: Planning for Establishment
  - Participatory exercise for mobilizing community involvement, organizing people for community action
  - Helping the community to identify and articulate their demands
  - Needs and resource mapping
- Operational Stage: Planning for Implementation
  - Physical infrastructure: library, training session, workshop
  - Preparing the programme cycle, number and nature of programmes to be conducted
  - Identifying resource inputs required, both material and human
  - Locating the available resources - do not ignore local resources
  - Training personnel for the CLC management as well as instruction
  - Preparation of learning materials
  - Establishment - with other related agencies and Government
  - Assessing the financial requirements for functioning of the CLC
  - Planning for management of the regular functioning of the CLC (example of CLC network in Nepal: one central CLC and four sub-CLCs.

- Planning for Sustainability
  - Prepare a plan for monitoring the performance of the CLC
  - Managerial efficiency
  - Cost effectiveness
  - Identify indicators in advance to achieve expected outcomes

    Qualitative

    Quantitative
  - Continuous documentation of the progress made and problems faced
  - Review and feedback mechanism
- Other Considerations
  - Budget for

    documentation

    services of volunteers in the community

    sustainability of the CLCs
  - Initiation of catalytic activities by facilitators
  - Continuity of the activities by community members

After the presentations and follow-up discussions, group work was undertaken. Division into groups was based on the common features of various countries.

The groupings were as follows:

Group A: Indonesia, Uzbekistan and Mongolia

Group B: Bhutan, Cambodia and Lao PDR

Group C: Bangladesh, Nepal and Papua New Guinea

The suggested outline for the group work is as shown:

1. Background – Items of information to be provided on the country such as population, education, etc.
2. Rationale – Need and scope of the project on CLCs – linked with existing activities in the area of CLCs
3. Objectives of the Project
4. Programme Details – Nature of CLC, functions, linkage with other programmes
5. Activities and Time Frame – preparatory activities, training, materials production, evaluation, etc.
6. Financial Requirements
7. Project Management Framework

Outcomes of the Group Work

The groups were allowed to fill in the details as suggested in the outline. The outcomes of each group are as shown.

- **Group A: Indonesia, Mongolia, Uzbekistan**

1. **Background**

   Geographical, demographic, socio-economic, political situation

2. **Rationale**

   Current needs, future needs

   Basic data (literacy, enrolment ratio, etc.)

   Co-ordination approaches at the community level

   Progress of development

3. **Aims/Objectives**

   Aim: to promote human and community education to all people in the community, adults, youth and children of all ages regardless of gender or religion

   Objectives

   To eradicate illiteracy according to the needs of poor communities

   To promote health and sanitation of the poor community

   To help community members to solve their problems by themselves

   To create the leadership to co-ordinate with other groups in developing the community

4. **Programme Details**

   Linkage with other programmes (literacy with nutrition/health/income generation programmes being conducted by GOs and NGOs)

   Target groups: poor adults, people in rural areas

   Philosophy: From Communities, by Communities, for Communities

5. **Activities and Time Frame**

Report to the Government	Sept. 98
Proposal Writing	Oct. 98
Submit proposal to APPEAL	Oct. 98
Approval of the Proposal	Nov. 98
Organizing National Workshop	Nov. 98
Organizing Local Workshop	Dec-Jan. 99
Preparation Stage	Nov-Jan. 99
Operational Stage	Jan. 99

Preparatory Stage

- Community mobilization
- Helping community identify demands
- Community needs and resource mapping
- Preparation of manuals
- Identifying, collecting and distributing learning materials

Operational Stage

- Setting up physical infrastructure
- Helping community leaders to plan activities for the CLC
- Training of trainers
- Establishment of linkages
- Establishment of feedback system
- Expanding and adjusting the programme

6. **Financial Requirements**

- Preparatory stage (GO and community)
- Training of trainers (UNESCO)
- Materials development (UNESCO)
- Equipment (GO, community, others)

7. **Project Management Framework**

Depends on the context of the Member Countries

- **Group B: Bhutan, Cambodia, Laos**

1. **Situational background**

Weakness of the community

People are generally poor, below poverty line

They live in rural areas

Literacy level is 30-40%

Poor infrastructure: bad roads, no electricity, no telephone

Inadequate water supply

Inadequate health facilities

Strengths of the community

Sincerity and co-operation of people

Available land for cultivation

Cattle raising

Ongoing development programmes

Beneficiaries

Illiterate farmers

School drop-outs and out-of-school children

Women, youths, adults, persons with disabilities, orphans, migrants

Religious groups

2. **Rationale**

To improve people's literacy levels, and knowledge about health, hygiene, farming methods and forest conservation, as well as to provide skills for income generation

To provide continuing and lifelong education, such as equivalency programmes, skills for vocational education

To contribute to formation of co-operatives for production and marketing

To tackle community problems through discussion and dialogue

To create recreational and cultural programmes

To promote moral standards and solidarity

To empower women and the poor

To establish linkages and coordination with various development agencies

To establish good co-operation between formal and non-formal education sectors

To utilize local wisdom

3. Objectives

To organize literacy, post literacy and continuing and lifelong education

To impart knowledge and skills on health, hygiene, improved farming, family planning and forest conservation

To organize skills and vocational training for better production and marketing

To promote co-operatives for production and marketing and encourage the creation of co-operative banks

To establish networks with various agencies: NGOs, GOs, masters of local wisdom, and formal schools

To organize recreation and cultural activities

To set up community information centres

To empower women and other disadvantaged people

To strengthen the solidarity and moral standards of people

To create a forum for resolving local conflicts

To launch a programme for capacity building of the staff

4. Programmes

Education: literacy, post literacy and continuing education

Skills and vocational training: carpentry, plumbing, weaving, handicraft, agriculture techniques, animal husbandry, poultry raising, horticulture, forestry

Life improvement programmes: health, hygiene, weaving, safe water, immunization, reproductive health, preventive education

Empowerment programme: formation of women's education group, formation of savings and credit group, establishment of co-operatives

Cultural and recreational: music and dance, drama, sports, fashion shows, video shows and radio broadcasts, celebration of festivals, organization of exhibitions

Conflict resolution: legal education on Marriage Act, Land Act and human rights, training of village heads/elders on problem solving, education in values and good morals

5. **Process and Activities for Setting up a CLC**

   Discuss with the people in the community

   Form local CLC committee

   Draw up plans and programmes

   Establish network

   Explore the sources of funding

   Seek approval from authorities

   Arrange physical infrastructure

   Arrange learning materials

   Time Frame

   Orientation and training (1-3 months)

   Implementation of programme

   Continuous monitoring and evaluation

6. **Financial Requirements**

   Land and building(s)

   Furniture and equipment

   Transportation

   Educational materials (books, magazines, newspapers and posters)

   Seed money for co-operatives

   Training

   Sports and recreational equipment

   Refreshments

   Miscellaneous expenditure

7. **Management Framework**

   Resource/Learning Centre

   Farmers' Group

   Women's Group

   Youth Group

   Co-operative

- **Group C: Bangladesh, Nepal, Papua New Guinea**

1. **Background**

National information

Population size and characteristics (literacy, education status, language, disadvantaged sections, ethnicity)

Geographical features

Development status of economy

Other information

Project location (where the project is going to be located)

Population

Geographical features

Characteristics of the people/community quantitative and qualitative information (major occupations, main problems, historical background)

2. **Rationale**

Justification of the need for CLCs

National policy on education/resource development, addressing the local problems

Existing services and opportunities in the locality availability and budgetary allocation

Problems to be addressed in the locality

Existing networks or linkages among the institutions

Services available to address the issues and needs in the locality

Comparative analysis: to what extent the locality is lagging behind national targets

Summary of specific demands or needs in the locality

3. **Project Objectives**

Goals or vision

Short term goals

Long term goals

Basic considerations in setting up the CLC

Accessibility of community members to the CLC services/information

Relevance to the needs of the people in the locality

Capacity-building for empowerment based on local human and natural resources

4. **Programme Details**

   Nature of the programme

      Programme participants (classified in terms of children, adults, women, marginalized groups, etc.)

      Immediate priorities and future programme components

      Implementing agency

   General strategies

      Programme to be designed and implemented by community groups

      Technical support (persons, organizations to be identified)Networking with local institutions, persons

   Management and monitoring

      Routine functions

      Documentation

      External evaluation

5. **Project Activities and Time Frame**

   Formulation of a matrix

   Activities

      selection of CLC location

      mobilizing community, needs and resource mapping

      personnel training, identification of technical resources and institutions

      development and collection of materials

      reporting, follow-up review, planning, etc.

   Time frame (from 1999 to 2001)

6. **Financial Requirements**

   Construction

   Salaries

   Training

   Travel

   Field office

   Learning materials and equipment

   Library

   Cultural activities

   Monitoring and evaluation

7. **Project Management Framework**

   Organogram of the project

   Roles and duties of different functionaries

   Relation between implementing agencies, UNESCO and Government

   Progress reporting mechanism

   Financial management system

   Linkages with resource institutions

Chapter 5

Country Action Plans

I. Background

Using the guidelines developed by the groups, each country team prepared a national action plan. The plans were developed as an initial outline of the project. The final format and proposal will be sent to APPEAL after appropriate consultation with partners in the respective countries.

To facilitate the work to be undertaken by each country team, APPEAL provided the overall framework of the CLC project supported for the next three years. First, it was emphasized that the proposal should be developed using the guidelines and also taking into account the co-ordination of agencies in the country.

II. Suggested Outline for Project Proposal Development

- Background/rationale
- Objectives
- Programme and activities
- Time frame
- Budget
- Management framework at the national and also community level

III. Suggested Overall Schedule of the Project

September 1998	Planning Meeting
December 1998	Preparation of the Project
	– orientation seminar/workshops
	– need/resource assessment
	– planning of activities
June 1999	Operation of CLC
	– construction of centres
	– training of personnel
	– resource development

December 1999	Implementation of the Programme
January 2000	First Review and Exchange
December 2000	Implementation and Expansion
January 2001	Second Review and Exchange
December 2001	Implementation and Expansion
January 2002	Evaluation of the Project

IV. Assistance from APPEAL

The type of assistance for the CLC projects from UNESCO within the framework of APPEAL would be as follows:

- Financial support for set-up and operation

A total of US$ 85,000 disbursed annually in equal installments for 3 years. The disbursements will be based on the progress of implementation following the plans as reviewed in the annual review meeting.

- Technical support for resource development

The technical support will be provided through training workshops at the regional, subregional and national levels. The areas are: training of trainers, materials development and planning and management of projects and learning centres. The activities will be carried out in co-operation with members of APPEAL Research and Training Consortium (ARTC), and the ACCU Literacy Resource Centres.

Funding for these activities will be arranged separately.

- Development of inter-country mechanisms and exchange of experience for collaboration and co-operation. with partner agencies through inter-country meetings and study visits.

V. Country Action Plans

The draft action plans under the CLC project have been prepared by the participating countries, which will be the basis for the finalization of the national project.

A. Bangladesh

I. Programme Details

Programme Components	Participants	General Strategies	Inputs	Networking with local institutions/ persons/ services
Establishment of library-cum-resource centre	All people around the CLC	▪ Mapping of local resources and identification of needs for additional resources including IEC materials ▪ Finding location accessible to all in the community	▪ Land and house ▪ Furniture ▪ Books ▪ Newspapers ▪ Radio and television ▪ Facilitator ▪ Game/sports materials	IEC materials developed by various GOB/NGOs would be collected for the resource centre; Linkage with local youth clubs/cultural organizations
Disaster management and post-flood rehabilitation	All people in the community	Needs assessment for rehabilitation; Identification networking of available resources for rehabilitation; Assessment of needs for external inputs and finding out possible sources for reinforcement of rehabilitation activities; Orientation on disaster preparedness and management.	Inputs for rehabilitation programmes in health, agriculture, livestock and education sectors. Orientation courses on disaster management	Networking with local Government, thana/union offices/persons from health, agriculture extension, livestock, primary and non-formal education sectors; Linkage with available services of NGOs.
Gender sensitization	Community leaders, members of CLC, parents, youths (both male and female)	Community level campaign; Gender and development training; Parental education; School programmes.	Gender sensitive materials; Trainers; Resources for organizing community level activities	Linkage with local women's development programmes of NGOs; Involvement of women UP members; Networking with the programmes of the Directorate of Women and Children

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Programme Components	Participants	General Strategies	Inputs	Networking with local institutions/ persons/ services
Basic Education programme	Out-of-school children, illiterate adults	Organizing NFE class in CLC; Separate classes for children, adolescents and adults. Networking of ongoing NFE centres in the location.	Educational materials; Training of teachers; Logistics/resources for operation of the centres.	Networking with TEO (ATEOs), DCo, NGOs working for NFE and BOU.
Income generation programmes	Hard-core poor population in the community, preferably women	Vocational skill training support for initiating IG activities; Use of local training resources/experts; Credit support by CLC; Linkage with existing micro-credit programmes of NGOs, banks and government departments (e. g., Youth, Women, Labour ministries). Programmes will also be implemented by the CLC as part of fund generation for sustainability of the centre.	Vocational trainers; Credit fund.	Networking with locally available training courses/centres and credit institutions (NGO/GOB).
Environment conservation programmes	All people in the community	Both natural and social environmental activities would be covered under this component. The activities would include keeping the surrounding and water bodies clean, aforestation, smokeless oven promotion, conflict resolution, minor repairing of roads and culverts, etc.	Technical and material resources for community mobilization for environmental activities like training, supply of seeds/saplings, funds for maintenance of roads.	Networking with local Government, particularly UP members; awareness programmes of NGOs.

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Programme Components	Participants	General Strategies	Inputs	Networking with local institutions/ persons/ services
Health education, water and sanitation programmes	All people in the community	Availing local services of GOB and NGOs in the CLC to improve health, water and sanitation condition of the people in the community. Installation of tubewells; Operation of a latrine production centre	Training for CLC management team on networking of services in health, water and sanitation sectors; Supply of IEC materials to CLC resource centre. Technical and material resource for installation of tubewells and establishment of latrine centre.	Networking with DPHE, local government (UP), thana/ union health centres and family planning offices.

II. Project Activities and Time Frame

Programme Components	General Strategies	Activities	Time frame (to start from)
Establishment of library-cum-resource centre	• Mapping of local resources and identification of needs for additional resources including IEC materials • Finding location accessible to all in the community	Survey through PRA Organization of Community Action group Formation and orientation of CLC management team Training of CLC organizer Finalization of CLC infrastructure (landscaping) Physical construction Supply of materials, equipment and books	Year 1 Qtr. 1
Disaster management and post-flood rehabilitation	Needs assessment for rehabilitation; Identification networking of available resources for rehabilitation; Assessment of needs for external inputs and finding out possible sources for reinforcement of rehabilitation activities; Orientation on disaster preparedness and management.	Community level meetings and survey Arrange coordination among the organizations undertaking rehabilitation programmes to meet the needs of the community Undertaking rehabilitation programmes in the areas of agriculture, water, sanitation, education, etc. with available external resources. Training in disaster preparedness and management	Yr. 1 Qtr. 3

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Programme Components	General Strategies	Activities	Time frame (to start from)
Gender sensitization	Organizing campaign and orientation programmes at community level and institutional level	Community level meeting/rally; Gender and development training; Parental education; School programmes.	Yr. 2 Qtr. 1
Basic Education programme	Organizing NFE class in CLC; Separate classes for children, adolescents and adults. Networking of ongoing NFE centres in the location.	Identify the learners Recruitment and training of teachers Supply of materials Progress monitoring	Yr. 1 Qtr. 4
Income generation programmes	Vocational skill training support for initiating IG activities; Use of local training resources/experts; Credit support by CLC; Linkage with existing micro-credit programmes of NGOs, banks and government departments (e. g., Youth, Women, Labour ministries). Programmes will also be implemented by the CLC as part of fund generation for sustainability of the centre.	Identification of appropriate trades Selection of trainees and trainers Making provision for credit Credit management and follow-up	Yr. 1 Qtr 4
Environment conservation programmes	Both natural and social environmental activities would be covered under this component. The activities would include keeping the surrounding and water bodies clean, aforestation, smokeless oven promotion, conflict resolution, minor repairing of roads and culverts, etc.	Identification of action areas Community mobilization Resource mobilization Programme operation Training on smokeless oven Orientation on conflict resolution	Yr. 2 Qtr. 3
Health education, water and sanitation programmes	Availing local services of GOB and NGOs in the CLC to improve health, water and sanitation condition of the people in the community.	Identification of health services/personnel in the area Community education on available health services Installation of tubewells; Operation of a latrine production centre	Yr. 2 Qtr 2

III. CLE Budget Plan

Item	Unit cost	Quantity	Total cost for 1 CLC	Year 1	Year 2	Year 3	Total cost for CLC
A. Cost for Programmes							
1. Library-cum-resource centre							
1.1 Survey			5,000				
1.2 Organization of Community Action Group			2,000				
1.3 Formation of CLC management team			1,000				
1.4 Training of CLC organizer			5,000				
1.5 Finalization of CLC infrastructure (landscaping)			100,000				
1.6 Physical construction			200,000				
1.7 Supply of materials, equipment and books			250,000				
Sub-total			563,000	563000	563000	0	1,126,000
2. Disaster management							
2.1 Community level meeting and survey			5,000				
2.2 Coordination among organizations			2,000				
2.3 Seed money for rehabilitation programmes			300,000				
2.4 Training on disaster management	1500	25	37,500				
Sub-total			344,500	344500	344500	0	689,000
3. Gender sensitization							
3.1 Community level meeting			5,000				
3.2 GAD training	1500	20	30,000				
3.3 Parental education			2,000				
3.4 School programme			2,000				
Sub-total			39,000		39000	39000	78,000

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Item	Unit cost	Quantity	Total cost for 1 CLC	Year 1	Year 2	Year 3	Total cost for CLC
4.0 Basic education programme							
4.1 ECD	600	30	18,000				
4.2 NFPE	1000	30	30,000				
4.3 Adolescents	800	30	24,000				
4.4 Adult	800	25	20,000				
Sub-total			92,000	92,000	184000	184000	460,000
5. Income generation programme							
5.1 Vocational training	2500	30	75,000				
5.2 Revolving fund for IGA			450,000				
5.3 Capital for IGA of CLC			100,000				
Sub-total			625,000	625000	625000		1,250,000
6. Environment conservation programme							
6.1 Community mobilization			10,000				
6.2 Training on oven	100	100	10,000				
6.3 Orientation on conflict resolution	100	15	1,500				
Sub-total			21,500		21500	21500	43,000
7. Health education, water and sanitation							
7.1 Community education			5,000				
7.2 Tubewell fund			30,000				
7.2 Latrine production centre			25,000				
Sub-total			60,000		60000	60000	120,000
Total programme cost			1,745,000	1,624,500	1,837,000	304,500	3,766,000

Item	Unit cost	Quantity	Total cost for 1 CLC	Year 1	Year 2	Year 3	Total cost for CLC
B Project management cost							
1. Pay for CLC organizer	2000	24	48,000	24000	48000	24000	
2. Pay for caretaker	1000	24	24,000	12000	24000	12000	
2. Operation and supervision cost (10%)			181,700	166,050	190,900	34,050	
Total management cost			253,700	202,050	262,900	70,050	535,000
Grand Total for 1 CLC			1,998,700	1,826,550	2,099,900	374,550	4,301,000
Community contribution (in kind Taka 150000 per CLC x 2 centre)							300000
Fund required from UNESCO (in Taka)							4,001,000
In US $							85,128

B. Bhutan

Proposal for Establishment of Community Learning Centre at Rukhubji under Wangdiphodrang District

I. Background

The NFE programme was initiated by the National Women's Association of Bhutan in 1992. By 1993 the Education Division had taken over the programme. Construction of two CLCs are under way with financial support from UNESCO. This programme will be replicated and expanded to other Dzongkhags to provide more opportunities and access to literacy and other skills.

Rukhubji is situated on the national highway from Thimphu to Trongsa. The population of this area is approximately 7,000 people. This is one of the most rural settlements in this district. People of this area are mostly yak herders. The main food crops grown in this area are wheat, buckwheat and potato. Therefore, the socio-economic status of the people is poor.

Most of the houses in this area are scattered; only a few villages have clustered settlements. The villagers enjoy abundant resources from the forest such as firewood, timber for house building and bamboo for making mats. The literacy rate in this area is relatively low. This is due to the fact that many of the villagers have had no opportunity to attend formal schools. At present there are two schools for formal education, one centre for nonformal education and a Basic Health Unit in this area. As many people in the area are illiterate and neo-literate, it would be a great boon for them if a Community Learning Centre could be established. With the above consideration, the proposal for establishment of a CLC has been submitted.

II. Beneficiaries

1. Farmers - both men and women
2. School drop-outs
3. Out-of-school children and youth
4. Handicapped people
5. Gomchhen and Anims

III. Rationale

1. To improve the literacy level of the people in the community
2. To impart knowledge of health, hygiene and forest conservation and to provide skills for income generation.
3. To resolve community problems through discussion and dialogue.
4. To set up recreational and cultural programmes to promote values, culture and sports activities.
5. To establish linkages between formal and nonformal education.
6. To make optimum use of local resources - both human and material.

IV. Objectives

1. To organize literacy and post-literacy programmes
2. To impart knowledge and skills related to improved farming, health and hygiene, family planning and forest conservation
3. To organize vocational training in weaving, carpentry, masonry, plumbing, bamboo manufacture
4. To promote co-operatives for production and marketing and encourage setting up co-operative banks
5. To establish networks with different agencies like agriculture, animal husbandry, health, women's association, Royal Society for Preservation of Nature, and WWF
6. To organize recreation and cultural activities
7. To launch programmes for capacity building
8. To create a forum for counseling and settlement of local conflicts
9. To promote moral values

V. Programme and Activities

The following activities would be performed at the Community Learning Centre:

1. Literacy and post-literacy programmes
2. Skills and vocational training such as carpentry, plumbing, masonry, weaving, horticulture and agriculture techniques, cattle rearing and forest conservation.
3. Life improvement programmes such as health, hygiene, family planning, immunization, sex education and safe drinking water.
4. Formation of local committee for formal and nonformal education.
5. Formation of recreation and cultural committees to organize cultural shows, sports, celebration of festivals and national holidays, exhibition and resolution of local conflicts.

VI. Process

The following steps would be followed for the establishment of the Community Learning Centre and to ensure sustainability.

1. Conduct meeting with the targeted community.
2. Form committee for Community Learning Centre involving the line agencies.
3. Draw up plans and programmes.
4. Explore sources of funding.
5. Obtain approval.
6. Arrange physical infrastructure.
7. Arrange learning materials.
8. Organize training.
9. Implement programme.
10. Monitor and evaluate.

VII. Time Frame: Three years

VIII. Budget

The following programmes and activities need financial support.

1. Acquisition of land and cost for construction of buildings
2. Procurement of office equipment
3. Purchase of vehicles
4. Procurement of educational materials
5. Purchase of sports and recreational items
6. Training cost
7. Miscellaneous

Tentative Activities and Schedule

	Activity	Time	Place	Method
1.	Selecting the Community	Nov. '98	Rukubji/Sephu	Discussion with Dzongdag and people
2.	Getting to know the Community	March '99	Communities	Survey and observation
3.	Creating Awareness in the Community	March/April '99	-do-	Discussion with gup. and other village elders
4.	Establishment of CLC	June '99	-do-	Identify place and provide materials and resources
5.	Completion of construction	May 2000	-do-	11 months time to complete construction work
6.	Running CLC	July 2000	-do-	Mobilize resources; build network of agencies; design programmes and activities.
7.	Overview	Oct. 2000	Rukubji Community	Evaluation, national and local level workshop

IX. Management

I. Management (National Level)

a) NFE Section, Education Division in collaboration with Dzongkhag Administration.

II. Management (Local Level)

CLC Committee/NFE Committee in collaboration with Dzongkhag Administration.

C. Cambodia

Project Title: Establishment of Community Learning Centre for Development.

I. Background

In Cambodia, 85% of the total population are farmers. Most of them have to permanently live in poor living conditions in rural areas with inadequate infrastructure such as poor transportation, lack of public schools, insufficient hospitals and poor product marketing. They make their living by cultivating rice and are strongly concerned with means of improving their income to meet the basic needs of their poor families. It is in this context that we propose to establish CLCs in order to develop and catalyze the communities in an innovative manner improving their socio-economic standard and helping them to liberate themselves from the grand poverty cycle.

According to Socio-Economic Survey of Cambodia

- Population : 10.7 million (M:48%, F:52%)
- Area : 181,035 km^2
- Population growth : 2.4%
- Literacy rate (15 years and above) : 67% (M: 78%, F: 57%)
- GDP per capita : $270
- Number of schools : 6,168
- Students : 2,291,365
- Teachers : 62,075
- Enrollment rate : 43.8%

II. Objectives

- To upgrade basic education, post-literacy, lifelong education.
- To eradicate illiteracy in community
- To provide vocational training through CLC to have better production and marketing.
- To promote co-operatives for production and marketing
- To promote income of people in the community.
- To empower women and other disadvantaged people in the community.
- To organize activities to strengthen solidarity and moral standards of people.
- To establish network of different departments, NGOs, GOs and masters of local wisdom.

III. Beneficiaries:

All members of the community, especially women, out-of-school and drop-out children, youths and the handicapped.

IV. Programme and Activities :

1. Education Programme :
   - Nonformal education (Literacy, Post literacy, Continuing Education)
2. Skill and Vocational Training Programme:
   - Carpentry, weaving, sewing, mat and basket making, poultry.
3. Information Programme
   - Literacy (books, magazines, reading, video, etc.)
   - Monthly meeting if possible
4. Life Improvement Programme
   - Family planning (birth spacing, sex education (HIV/AIDS), hygiene)
   - Safe drinking water

V. Time Frame

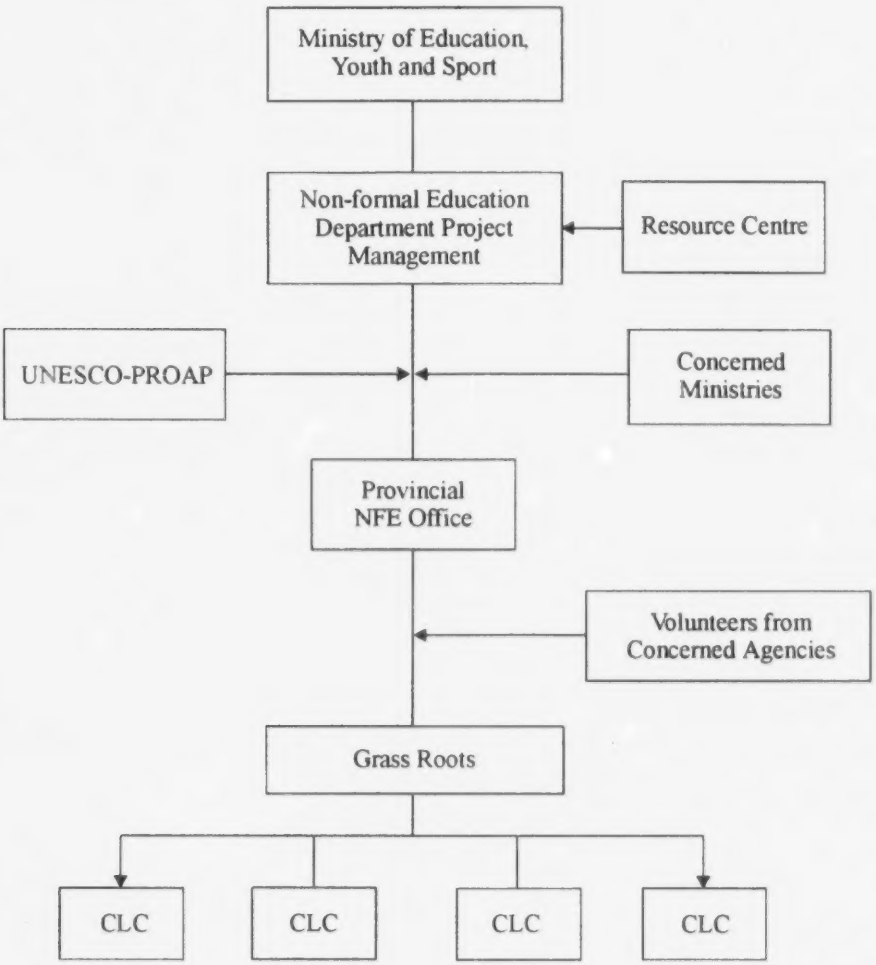
Date	Activity	Venue	Method
Sept '98	Planning Meeting	Dhaka, Bangladesh	Overall concept and action plan on CLC
Oct-Dec '98	Project site selected Do survey and study location, needs and local resource assessment. Planning activities Preparing proposal and sending it for funding Staff orientation	Community	- Survey, observation, analysis - Discussion with provincial governor - Dialogue with the government for commitment
Jan-Jun '99	CLC campaign Implementing CLC project Constructing CLC Staffing Training of personnel Resource development	Community	- Discussion with community authorities. - Discussion with community people and villagers.
July-Dec '99	Implementation of the CLC project Monitoring and evaluating the first phase of the project.	Community	- Data collection and preparation of monthly schedule work plan and monthly report.
Jan 2000	First review and exchange of experiences in implementing the project Analysis of difficulties and making adjustments	Community	- Assessment and analysis - Cooperation with concerned agencies, community leaders and NFED.

Date	Activity	Venue	Method
Feb-Dec 2000	Implementation and expansion Increasing the activities and qualifications of personnel.	Community	Follow-up schedule work plan. Effective training
Jan 2001	Second review and exchange of experiences on different aspects of project implementation during Feb-Dec 2000.	Community	Assessment and analysis Co-operation with concerned agencies, NFED and community leaders.
Feb-Dec 2001	Implementation and expansion Expanding the activities and qualification of personnel.	Community	Work plan for follow-up Executive training
Jan 02	Monitoring and evaluating the third phase of implementation Evaluation of the whole project. Report to UNESCO	Community	Meeting all concerned agencies, community leaders and other personnel.

VI. Budget:

1. Resources
   - Land from community
   - Labour contribution from the community
2. Expenditure:
   - Project assistants
   - Building
   - Furniture and equipment
   - Travel
   - Educational materials: books, posters
   - Training
   - Seed money for co-operatives
   - Miscellaneous expenditure

VII. Management Framework:



D. Indonesia

Project Title : Development of Community Learning Centres (CLCs)

I. Background.

The Republic of Indonesia is an archipelago state with a total land area of 1.9 million square kilometres. Situated along the equator between the Malay Peninsula and Australia, Indonesian territory extends over 5,000 kilometres from east to west and 1,750 kilometres from north to south. The fertile islands of Java and Bali, which together constitute only some 7 % of the total land area, accommodate almost 60% of the population. Java, with an average density of 814 persons per square kilometre, is among the most densely populated areas in the world. By contrast, Irian Jaya has the lowest density in terms of population among the country's 27 provinces, with 4 persons per square kilometre. After China, India and the United States, Indonesia is the world's fourth most populous country. In 1995 the population was estimated at 195.6 million; the average annual population growth had decreased from 2.32% in 1970 to 1.98% in 1980 and 1.6% in 1990.

Before the monetary crisis, the population living below the poverty line had been reduced from over 40% (54.2 million) of the population in 1976 to 11.39% (22.6 million) in 1996, of which 8 million lived in urban areas and 14.6 million in rural areas. Most of them are uneducated and unskilled. After the monetary crisis, the Government, the World Bank and international agencies predicted that the number of disadvantaged people would increase rapidly. This outcome is supported by some recent research findings.

II. Rationale

Since the development programme was launched in 1969, many ministries and community based organizations (CBOs) as well as community groups have been conducting education and training programmes for the community, but not based on the needs and characteristics of the community. In addition, there is a lack of co-ordination among the programmes. The community is hardly ever involved in planning, programming, implementing and evaluating them. The community members do not think that all the existing programmes belong to them, but to the Government or certain CBOs. These strategies cause decreased community participation and community awareness as well as inefficiency in using limited resources. Furthermore, the community development strategies through education and training cannot meet the needs of the community, which are changing rapidly due to the impact of technology and science.

In order to tackle these problems and meet the needs of education and training for the community, the Government intends through this proposal to improve the quality of some of the existing CLCs and develop them as the prototype models in Indonesia.

III. Aims

The aim of this project is to develop some CLCs in order to arrive at an appropriate model according to the needs of the local community, in which the role, the contribution, the management and the ownership of the CLC will be the responsibility of the community.

Objectives

The objectives of the project are as follows:

1. to improve the role of the community in managing the CLC
2. to increase the community's contribution in developing and operating the CLC
3. to increase the amount of training for trainers
4. to increase the quality and the quantity of learning materials
5. to improve the quality of technical guidance
6. to improve the quality of co-ordination
7. to conduct evaluation of the tested models

IV. Programmes and Activities

As mentioned previously, there are many programmes in every village conducted by different ministries and CBOs. The programmes currently co-ordinated at CLCs are illiteracy programmes, equivalency programmes (Packet A equivalent to primary school and packet B equivalent to junior secondary school), income generating programmes, early child development programmes, agriculture programmes, vocational training, fellowship programmes for the young poor, community health and nutrition programmes, family planning programmes, apprenticeship programmes, youth programmes and women's education programmes. Observing the philosophy of the CLC, "From Communities, by Communities, for Communities," the community co-ordinates, organizes and implements these programmes with the help of the Government and related CBOs.

To execute these programmes the project needs to do some activities simultaneously and some consecutively so that the objectives of the project can be achieved effectively and efficiently. The activities are as follows:

1. **Improve the role of the community/CBOs in managing the CLC.**

   First of all, we ought to make an organization structure of the CLC in which most of the positions are held by the community members, with clear job descriptions for each of the positions. According to the job description, the field supervisor guides them to conduct their tasks based on the plan of the activities daily, monthly, quarterly, and annually. The field supervisor supervises regularly, and persuades the community to do the tasks with full responsibility.

2. **Increase the community's contribution in developing and operating the CLC.**

   Learning from experience, the community members become more willing to contribute their resources and their contribution can possibly increase through regular meetings to evaluate the project's achievements. Using these results (strengths and weaknesses), community members can ask how they can overcome the existing problems by themselves.

3. **Increase the amount and the quality of training for trainers.**

   In order to have a strong team in each CLC and related staff from different institutions at the CLC (village) and higher levels, these persons need to be trained in such areas as management and organization of the CLC, networking for the CLC as well as mobilization of the community, developing appropriate learning materials (identifying, producing, procuring), library management and developing syllabi for skills training.

4. **Increase the quality and the quantity of the learning materials.**

   Even though there are many kinds of learning materials at the CLC, the quality and the quantity need to be developed accordingly, so that it will be more useful for the community.

5. **Improve the quality of technical guidance.**

   The existing technical guidance needs to be developed as well, so that it will give more clear information for each person who is involved in operating the CLC.

6. **Develop the co-ordination as well as working mechanisms.**

   Because the CLC project has just begun in Indonesia, the number and the involvement of related institutions are not very substantial yet. Through regular meetings and with a more persuasive approach, we hope that co-ordination will improve.

7. **Improve the supervision/evaluation of the CLC.**

   Because of budget constraints, the existing CLCs are not supervised regularly, probably because the superviser does not have up-to-date, comprehensive and detailed information from all of the CLCs. The proposed CLC project, as a trial model, will be supervised and evaluated regularly.

V. Budget

The budget to develop CLCs consists of :

1. **Preparation costs**, such as meetings at centre, provincial, district, subdistrict and village levels, procurement of the equipment and distribution and revision of the technical guidance. Our government will fund a part of these costs and we hope the other part will be funded by UNESCO.

2. **Training costs**, which consist of training for the trainers (workshop for the staff from the related institutions at subdistrict up to provincial level), as well as workshops for the CLC staff together with village leaders and community leaders. We propose that UNESCO fund this training budget.

3. **Operating costs**, which consist of salaries for the superviser, CLC staff and other related staff at the village level, salary for the co-ordinator at subdistrict level, electricity, water supply, honoraria for regular meetings and maintenance costs. We propose that UNESCO fund part of these costs.
4. **Materials development costs** will consist of curriculum development, script writing, module writing, module review, learning materials reproduction, procurement and distribution of learning materials. We propose that all of these costs be funded by UNESCO.
5. **Supervision cost, research and evaluation cost.**

VI. Time Frame

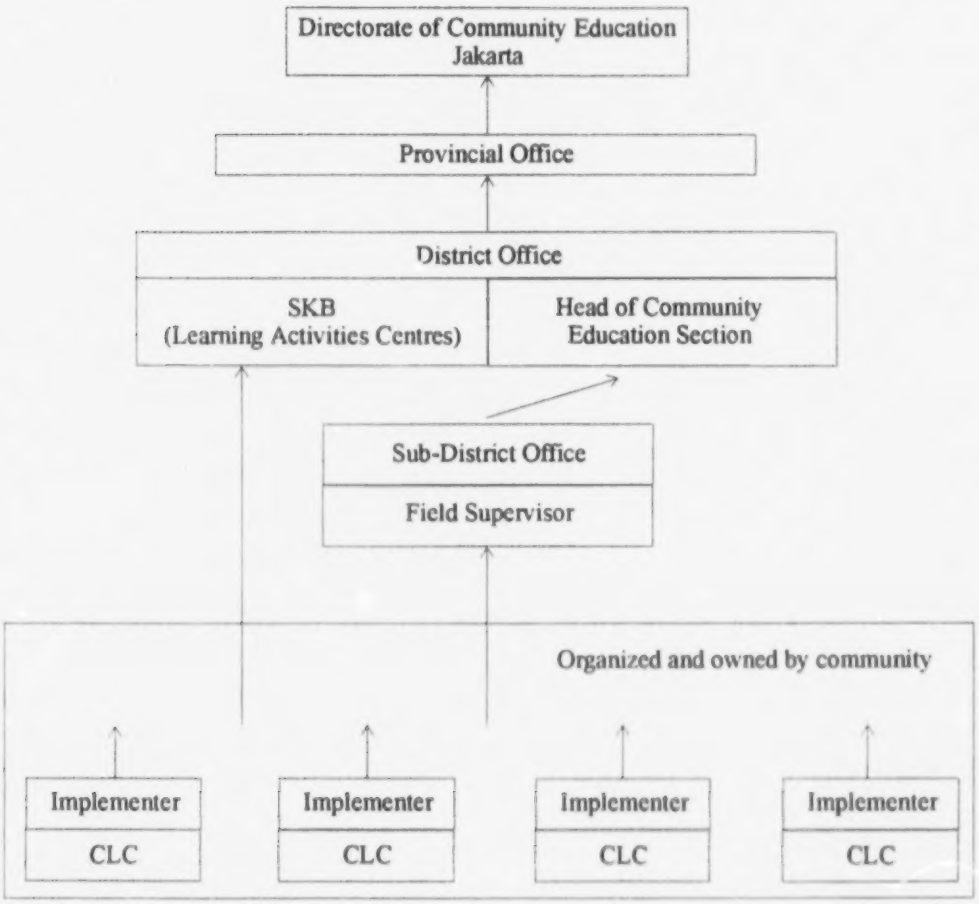
This project will be conducted in three years; activities will be supervised regularly and evaluated at the end of each year. Finally, during the third year there will be a final evaluation to see how far the project has gone. There will be research during the three years of the project. We propose that the cost of this research be funded by UNESCO.

Time Frame (Schedule)

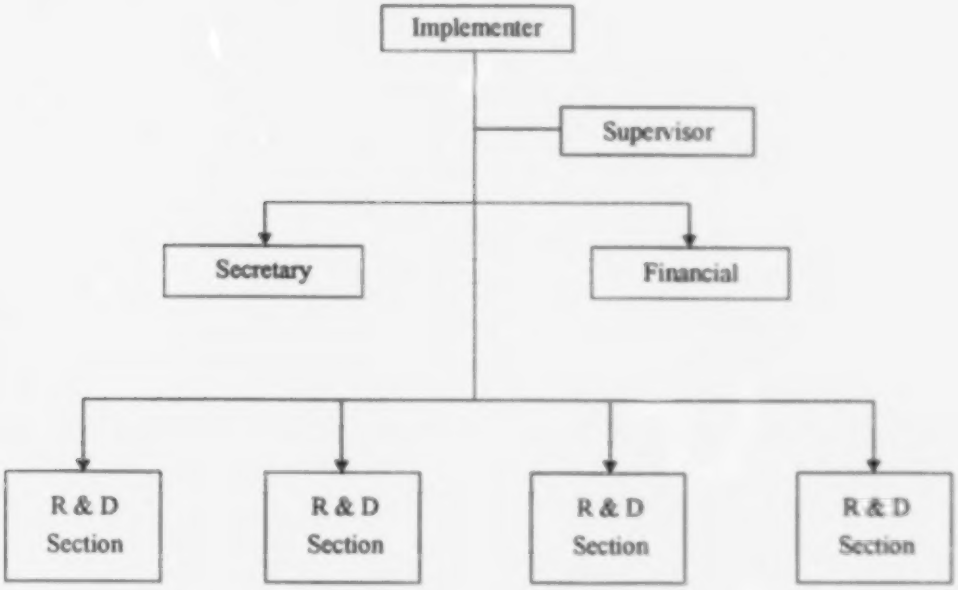
No.	Activities	Year				
		1998	1999	2000	2001	2002
1.	Planning Meeting	Sept				
2.	Preparatory of the project - orientation national seminar/workshop - resource assessment - planning of activities	Oct-Dec				
3.	Operation of CLC - construction of centres - training of personnel - resource development		Jan-Jun			
4.	Implementation of the programme		Jul-Dec			
5.	First review and exchange			Jan		
6.	Implementation and expansion			Feb-Dec		
7.	Second review and exchange				Jan	
8.	Implementation and expansion				Feb-Dec	
9.	Evaluation of the project					Jan

VII. Organisational Structure

Organisation structure of the Community Learning Center



Organisational structure of CLC at village level



E. Lao PDR

Project Title

Establishment of Community Learning Centres in the Special Zone

I. Background and Rationale

The project intends to establish two CLCs in Saysomboune Special Zone. Saysomboune Special Zone has been selected for the following reasons:

1. Geographic condition: mountainous and remote areas
2. Illiteracy rate: 61%
3. Large proportion of population live in poverty
4. Communication: very difficult
5. Lack of information flow between local area and central area
6. Lack of hygiene

II. Objectives

1. Creating a place of learning for various groups of the society:
   - Adult illiterates and neo-literates
   - Out-of-school children
   - School drop-outs
   - Youth
   - Women
2. Creating a place for dissemination and sharing of information, skills and behavioural practices regarding various educational and occupational activities.
3. Setting in motion the process of community awareness that should finally lead to joint community action and ownership of the initiative.
4. Converging the resources available within the community and resources provided by the Government towards the attainment of sustainable community development.
5. To establish 2 pilot CLCs in Saysomboune Special Zone.

III. Beneficiaries

Community at large, with special emphasis on the learning needs of:

- Adult illiterates and neo-literates
- Out-of-school children
- School drop-outs
- Youth
- Women
- Local leaders

IV. Implementing Agencies

- Department of Nonformal Education, Ministry of Education (DNFE, MOE)
- Provincial Education Service (PES)
- District Education Office (DEO)
- Community

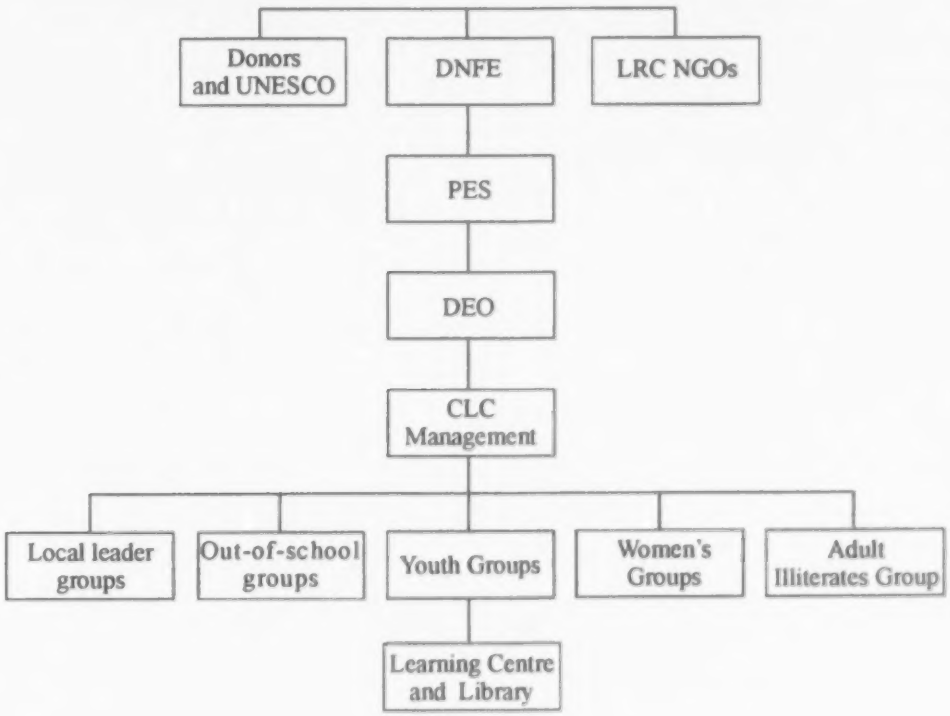
Tentative Activities and Schedule

Activity	Time	Place	Method
Selecting two communities to implement programme	Oct-Dec 98	Saysomboune Special Zone	Discussion with provincial governor • orientation seminar • need/resource assessment • planning of activities
Establishment of 2 CLCs	Jan-Jun 99	Communities	Construction of centres Training of personnel Providing equipment Organization of physical resources
Implementation of the programme	Jul-Dec 99	Communities	Teaching/learning Improve the information base Vocational training Monitoring and evaluation
Overview	Dec 1999, Dec 2000	Saysomeboune Special Zone	First and second review and exchange
Continuing implementation of the programme	Feb-Dec 2000 and Feb-Dec 2001	Communities	Improve CLCs Teaching/learning Improve the information base Vocational training Providing equipment and materials Monitoring and evaluation
Evaluation of the project	Dec 2001	Department of Nonformal Education, Ministry of Education	Sharing experiences

V. Budget (in US $)

1.	Preparatory stage	US $	500	(GO, community)
2.	Construction of two CLCs		6,000	(UNESCO)
3.	Training of trainers		1,000	(UNESCO)
4.	Vocational training		2,000	(UNESCO)
5.	Materials development		3,000	(UNESCO)
6.	Equipment		3,000	(GO, community, others)
7.	Workshop, monitoring and evaluation		3,000	(UNESCO, GO)

VI. Management Framework



F. Mongolia

Project Proposal : Establishment of Community Learning Centres in Mongolia

I. Background

Mongolia is a land-locked country with an area of 1.6 million square kilometres. It has a population of 2.4 million, of whom 70% are youth under the age of 35. Population density is 1.4 people per square kilometre. In some rural areas nomadic families are quite isolated from one another.

GNP per capita is US$ 450. The main economic sector is animal husbandry. Rural nomads constitute 15% of the total population.

The country is undergoing significant changes in all sectors of society, including the economy and the political system. Human rights and freedom have been proclaimed for the first time by the new constitution in 1992.

The Government has determined education sector development as a priority of social development. The education sector has experienced structural changes since 1996 with the technical and financial assistance of ADB. A new education law (adopted in 1995 and revised in 1998) encourages the involvement of other sectors (health, environment) and NGOs in providing nonformal education services to the unreached population. NFE is a new concept developed since 1990 under APPEAL and ATLP-CE.

National programmes of nonformal and vocational technical education were developed by the Government in 1997-1998.

II. Rationale

Due to the transition from a totalitarian regime to a free and open market economy, the philosophy of educational development in Mongolia has changed. The literacy rate is relatively high, but infant mortality is high, while the living standards of the entire population and the productivity of the labour force is low. New social problems, such as poverty, unemployment, malnutrition, school drop-outs, street children and urban slums, have been emerging.

At the community level, people's active and full participation in social life is limited. Especially in rural areas, nomads do not enjoy educational access because of the lack of NFE opportunities, poverty and weak infrastructure development. The bureaucracy and old approach of the management are still strong particularly at the grassroots level, while people receive only one-sided information. Violation of the law, violation of human rights and domestic violence are some of the problems experienced by the community. All these problems have a negative effect on community development.

III. Objectives

- To provide for active participation of the community in social life through educational programmes to be planned and organized by community members
- To mobilize local human and material resources to enhance community well-being
- To help community members to solve problems by themselves
- To change the attitude of the community towards new orientation and values

IV. Programmes and activities

Target groups	Programmes
1. Rural nomads	Literacy integrated with income generation, health, sanitation, animal husbandry technology, marketing, co-operatives and civic education
2.School drop-outs	Equivalency programmes integrated with life skills orientation
3. Unemployed rural and urban youth	Vocational training integrated with civic education to change their attitude
4. Rural women	Family planning, child rearing and women's empowerment

V. Identification of the service providers

- NCCA
- NFE personnel
- NGOs
- Schoolteachers
- Community leaders
- Retired teachers
- Masters of local wisdom

VI. Learning approach

- Human centred
- Participatory
- Problem solving
- Flexible
- Needs based

VII. Time frame

1. **Pre-preparatory stage (September 1998-December 1998)**
   - Report to the Government on the results of the Planning Meeting at the regional level
   - Proposal writing and sending to UNESCO, Bangkok for approval
   - Orientation seminars at the national and local levels
   - Needs and resources mapping of the communities
2. **Preparatory stage (January 1998-February 1998)**
   - Community mobilization
   - Consultation with the communities to identify their needs
   - Planning of CLC activities by the communities
3. **Operational stage (January 1999-December 1999)**
   - Physical infrastructure (building, library, equipment, books, facilities and etc)
   - Training of trainers
   - Development of curriculum and teaching aids
   - Development of manuals
   - Implementation of programmes
   - Monitoring and progress evaluation of the programmes

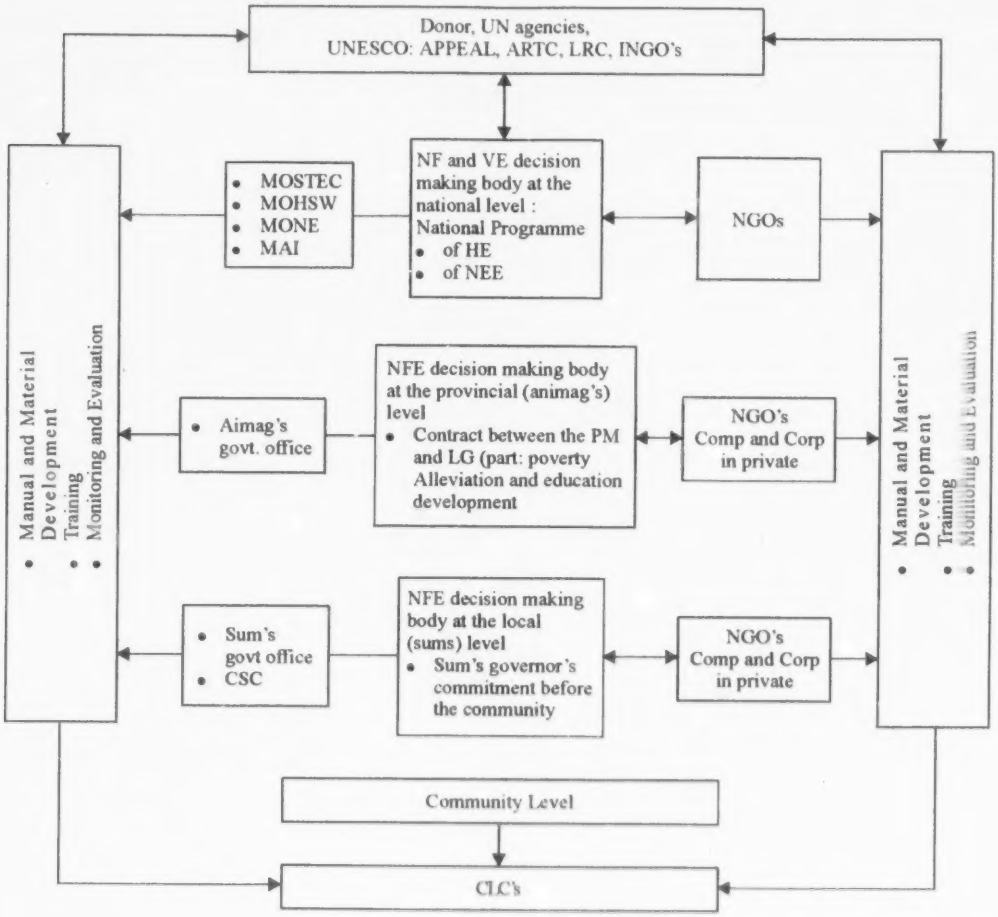
VIII. Linkage of Agencies and Programmes

- MOSTEC and other Ministries
- NGOs
- Provincial and local Governments
- Governmental programs on NFE and FE (1998), Technical Vocational Education (1997), Environmental Education (1998) and Health Education (1998)

IX. Financial requirements

Items (from UNESCO and the Government of Mongolia)	Expenses in US $
1. Preparatory	
2. Operational • building • equipment • teaching aids • library and books • resource centre • transportation • training of trainers • CLC activities • Miscellaneous	

X. Organizational structure to build partnership and networking in Mongolia



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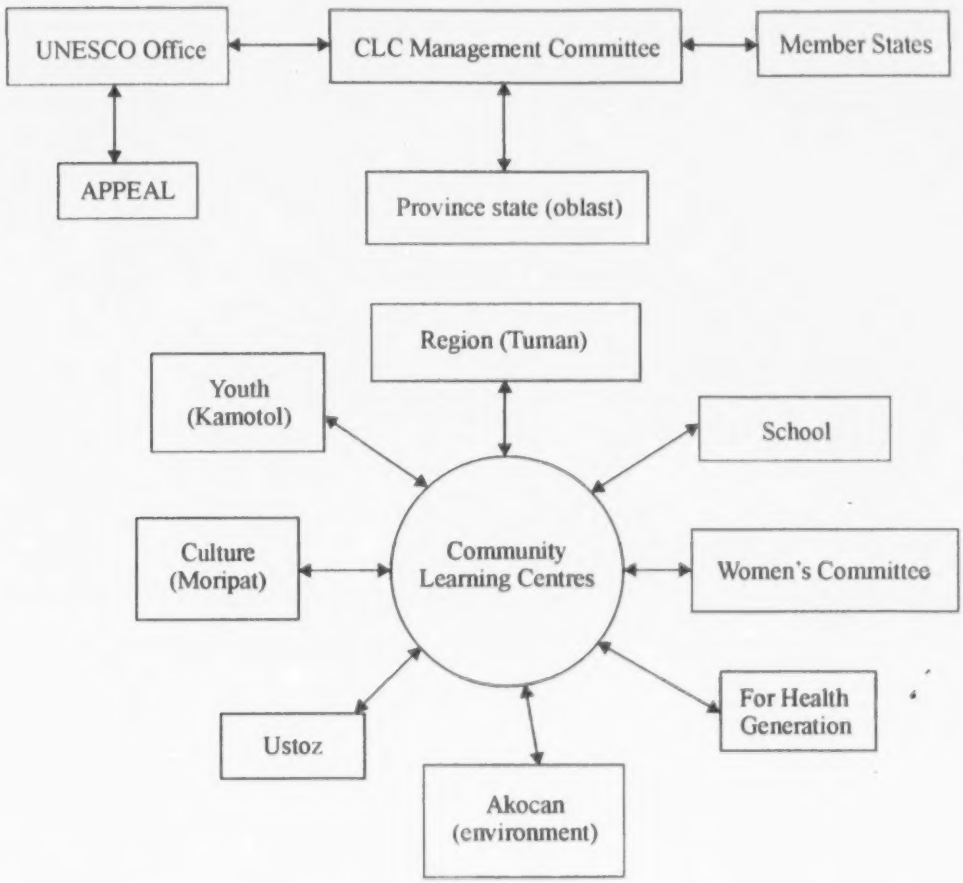
UNESCO Office
CLC Management Committee
Member States
APPEAL
Province state (oblast)
Region (Tuman)
Youth (Kamotol)
School
Culture (Moripat)
Community Learning Centres
Women's Committee
For Health Generation
Ustoz
Akocan (environment)

NOTE:

FE	= Formal Education
NFE	= Nonformal Education
MOSTEC	= Ministry of Science, Technology, Education and Culture
MOHSW	= Ministry of Health and Social Welfare
MID	= Ministry of Infrastructure Development
MAI	= Ministry of Agriculture and Industry
CLC	= Community Learning Centre
GovOf	= Governor's Office
NGO	= Non-Government Organization
NF and VE	= Nonformal and Vocational Education
Comp and Corp	= Company and Corporation
HE	= Health Education
NEE	= Nature and Environment Education
PM and LG	= Prime Minister and Local Governors
ED	= Educational Development
MONE	= Ministry of Nature and Environment
NCCA	= National Coordination Committee for APPEAL
ECC	= Education and Culture Centre
CSE	= Culture Service Centre
INGO	= International Non-Government Organization

G. Nepal

Project Title: 1Establishment of Community Learning Centres

I. Background

Nepal is situated between India and China. According to the census of 1991, the population of Nepal is about 18.49 million and the population growth rate is 2.6 per cent.

The literacy rate of Nepal was about 48% in 1998. The Government has launched the Primary Education Expansion and Improvement Programme. But the Government spends only 1 per cent of the budget of Education Ministry for literacy and nonformal education. The Government has a policy to run literacy and nonformal education programmes through NGOs and GOs.

Nepal is a landlocked mountainous country; hills and mountains cover about 2/3 of the land and only 1/3 is a plains area. About 80 per cent of the population depend upon agriculture. Per capita income is above US$200 per annum.

II. Criteria for Location of CLCs with PROAP's Help

1) Some explicit example of local initiative and resource mobilization.
2) A place where a literacy programme has been successfully run for 2/3 years.
3) In rural areas.
4) Easily accessible for supervision, monitoring and providing continuing technical help.
5) Where there are no political, social and other conflicts.

III. Possible Location of CLCs

1) Pithuwa VDC of Chittawan District

   It is located in the inner terai area with a population of over 12,000. It is located in the plains at the foot of a hill. It is an agricultural based society. It is an area inhabited by migrants from different parts of Nepal.

2) Kohalpur VDC of Bankie District

   It is situated in the plains area inhabited by migrants from the western hills. About 50% of the population is literate. The main occupation is agriculture.

3) Ward No. 11 of Banepa

   It is a hilly area inhabited by a heterogeneous population. Forest orchids and animal husbandry are the main economic activities. The literacy rate is about 60%. Women are very active.

4) Valaya Kharka (Ward No. 4) of Lamjung District

It is a moderately hilly area with a heterogeneous population and a mainly agriculture based economy. The literacy rate is about 60%.

IV. Rationale

- The places are easily accessible and the people are quite active. Literacy programmes are successfully going on.
- All areas are near formal primary and secondary schools.
- LRC would provide technical support to them.
- A network could be formed among the primary, secondary schools, primary education resource centres and other line agencies. NGOs are active in the area.
- All locations are underdeveloped compared to cities. People are still following traditional type of seasonal farming. They need literacy, post literacy, skill training, management training, co-operatives and women empowerment programmes; environment conservation is also a great need in these areas.

V. Project Objectives

The goal of the CLC is to improve quality of life and income of the people through literacy, post-literacy and income generating programmes, as well as to empower women and disadvantaged populations through saving and credit groups, environmental education, health and family planning programmes. The project will strengthen joint collaboration among government offices, NGOs, international organizations, LRCs and other stakeholders.

Long-term Goals

- To achieve overall development of the people through mobilization and empowerment of the community.
- Outside providers including Government and NGOs will be helpers only, the ultimate ownership and decision-making power will reside with the local people.
- To make the CLC an example of a Nepalese success story for other countries in Asia.

Short-term Goals

- To help build capacity of the implementers, resource persons and facilitators.
- To build infrastructure of CLC.
- To develop necessary training and learning materials with the help of LRCs.
- To conduct various educational and development activities and to make CLCs an example for replication in other parts of the country.

VI. Programme Details

1st YEAR:

Preparation

1. Approval of the project
2. Formation of National CLC Committee composed of members, National NFE Council, LRC, UNESCO Kathmandu Office and participants.
3. Community mobilization and formation of local CLC committee.
4. Orientation seminar and workshop for local leaders, implementers, resource persons and facilitators.

Implementation of CLC Programme

1. Construction of building.
2. Procurement of furniture and equipment such as white/blackboards, computer, photocopy machines and transport.
3. Establishment of network with LRC and with resource centres.

Resource Development

1. Development of literacy, post-literacy and IGP materials with the help of LRC.
2. Development of training manual by LRC.
3. Conducting training of managers, organizers, resource persons and facilitators.

2nd YEAR

1. To establish literacy, post-literacy and CE classes in different parts of the project area.
2. To start programme for the improvement of agriculture in the areas of agronomy, horticulture, vegetable farming, fisheries, forestry, etc.
3. To set up a saving and credit fund providing matching grant.
4. To organize various programmes for the empowerment of women and other disadvantaged groups.
5. To conduct monitoring and documentation by LRC.

3rd YEAR

1. To promote income-generating programme through mushroom farming, poultry farming, dairy farming, etc.
2. To set up co-operative enterprise for production and marketing.
3. Monitoring, documentation and evaluation by LRC and other resource centres.
4. Networking and linking various government departments and NGOs.
5. To promote regional co-operation with CLCs in other countries.

VII. Time Frame

s.no.	description of activities	1st year/ 1999				2nd year/ 2000				3rd year/ 2001			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
1	Approval of the project	X											
2	Formation of National CLC Committee	X											
3	Community mobilization and local CLC committee formation		X										
4	Needs identification and training of leaders		X										
5	Resource development (teaching learning and training)			X									
6	Construction of building			X									
7	Procurement of furniture and equipment				X								
8	Networking				X								
9	Empowerment activities				X								
10	Monitoring and documentation	X	X	X	X								
11	Establishing literacy, post literacy and CE classes in different parts					X	X						
12	Start agricultural improvement programme					X	X	X	X				
13	Setting up saving and credit fund							X					
14	Launching empowerment programme						X	X	X				
15	Monitoring, documentation and evaluation					X	X	X	X				
16	Income generating projects									X	X	X	X
17	Setting up co-operative enterprise										X	X	X
18	Networking and linkage											X	X
19	Monitoring, documentation and evaluation									X	X	X	X
20	Regional co-operation												X

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VIII. Budget

1st YEAR

	item	amount (US$)
1	Construction of building	$25,000
2	Honorarium and travel for meetings, trainin programmes and supervision	$8,000
3	Resource development and training	$7,000
4	Seed money for setting up credit fund	$4,000
5	Equipment and furniture	$5,000
	TOTAL	$47,000

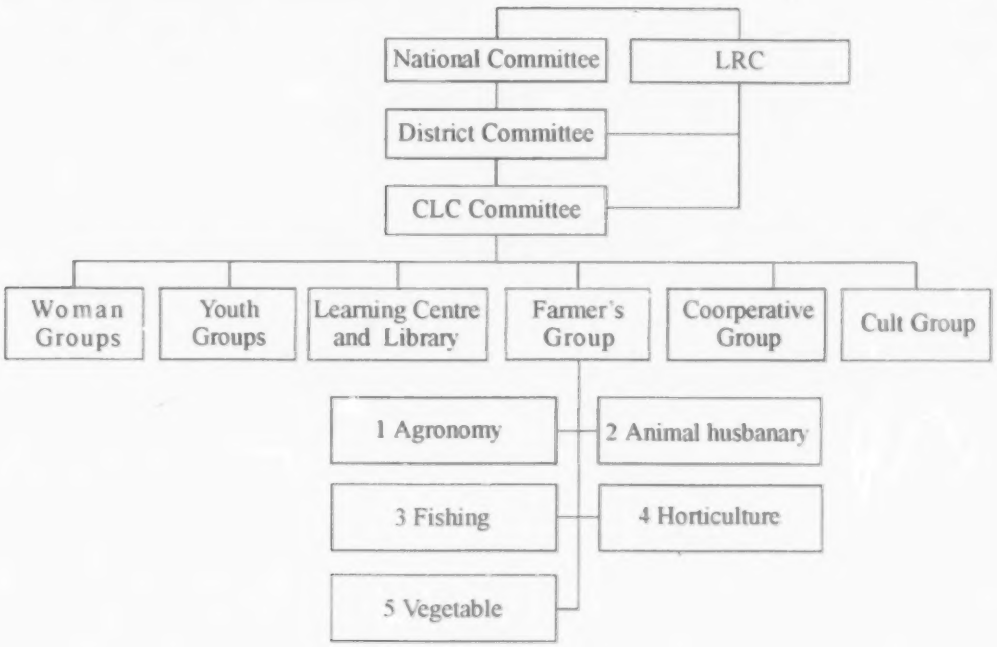
2nd YEAR

	item	amount (US$)
1	Travel	$5,000
2	Teaching and training resource development	$3,000
3	Training of personnel	$3,000
4	Education materials including library books	$4,000
5	Honorarium	$5,000
	TOTAL	$20,000

3rd YEAR

	item	amount (US$)
1	Honorarium	$3,000
2	Learning and training materials and conducting training	$3,000
3	Procurement of education materials including agricultural implements and the seeds	$3,000
4	Travel	$2,000
5	Training	$3,000
6	Monitoring, documentation and evaluation	$2,000
7	Cultural exchange	$2,000
	TOTAL	$18,000
	GRAND TOTAL	US$85,000

IX. Organogram For CLC, Nepal



X. Regional Co-operation

Regional office's role at national level

1. After the project formulation exercise, the team will present the report to the Government.
2. The Government will make a decision and inform UNESCO.
3. We suggest an expert from PROAP visit proposed sites for CLC and help to select one suitable place for CLC.
4. PROAP should ask periodical progress report of CLC project every month.
5. UNESCO should field mission to visit CLC regularly either by its staff or it could delegate the authority to local UNESCO office and LRC.
6. When first seminar/workshop is conducted it should be implemented by LRC in co-operation with UNESCO office, Kathmandu. An expert form PROAP should be present during the Workshop.

Regional co-operation at regional level

1. To organize training and orientation programme for heads of CLC and LRC at the regional/ sub-regional level.
2. To monitor, supervise and evaluate the progress regularly through periodical reports, visits and seminars.
3. To prepare documentation of CLCs progress and achievements.
4. To organize inter-country exchange of experiences through visits.

H. Papua New Guinea

Project Title : A Pilot Project for the Establishment of a Community Learning Centre in East Sepik Province, PNG

I. Background

Name of Country: Papua New Guinea

Capital City: Port Moresby

Papua New Guinea lies north of Australia and shares land and sea boundaries with Indonesia, Solomon Islands and Australia. The country is made up of a group of islands, the largest of which is called the New Guinea Mainland. The mainland of Papua New Guinea is mountainous and has large areas of tropical rainforests, rivers and rugged terrain not easily accessible by road. Regardless of these, the country is blessed with a variety of flora and fauna. The highest mountain is 15,000 feet above sea level, while temperature ranges from 20 to 30 degrees Celsius. The average rainfall is about 10-15mm, while the climate consists of alternating wet and dry seasons.

According to the 1997 census, the population figures stand at 4,225,000 people. The highland provinces of Papua New Guinea are densely populated. One of the interesting features of Papua New Guinea is that it is culturally rich and diverse with a total number of 897 distinct languages. The main languages are English, Tok Pisin and Motu. English is the language of education and business. In Papua New Guinea, the illiteracy rate is at 50%. In other words, 2 million people are illiterate.

Development Status of Papua New Guinea

Country classified as: Developing

Main source of income: cash crops, natural resources, agriculture

GDP/capita: US$250.00

ii. Project Location

The project will be located within the Boiken/Nagun Language Group in Wewak-East Sepik Province. The actual location will be at Ularin Village.

Main Problem Areas

Young people leaving the village

Drug abuse by young people

Wife beating

Too many school leavers doing nothing

Half the population are illiterate

Historical Background

First European Contact: 1911—many people converted to Christianity

World War II: 1942-45—mostly Japanese influence

Australian Colonization: 1956-75

Independence: 1975

The first NGO Movement to mobilize community participation for community projects, especially literacy, health, law and order, family planning and small scale business was launched in 1978. The success rate has been very poor.

Current Situation

Many people are still illiterate and lack social, vocational and entrepreneurial skills to improve their quality and lives.

Population of language group: 50,000 people

Population of Ularina Village: 5,000 people

Geographical features of project location

Coastal village – 5 km away from sea, nearby river system

200 meters above sea level

surrounded by tropical rainforest

rich in fauna/flora

climate is typically wet/dry seasons

Developmental Status of Ularina Community

Main sources of income:

copra, coffee, cocoa, betel nut, taro, banana

kaukau, vegetables and fruits

poultry projects

timber

Characteristics of people

Ethnic Group: Melanesians

Religion: Christianity

Accommodation: bush house

Main occupation: subsistence farming

Main languages: Boiken/Nagum 90%; Tok Pisin 100%; English 5%

III. Rationale

Education policy in Papua New Guinea has set the goals of

1. eradicating illiteracy, and
2. education for all after 2000

Existing services

Literacy centres – operating well/effective; resources are poor; manpower satisfactory

Community Learning Centres – NIL

Aid posts – NIL

Primary School – NIL

Vocational School – NIL

Water supply – good

Market – NIL

Shops – 3

Women's groups – 2, but politics involved

Justification

Given the current situation in Ularina and with similar experiences within the Boiken/Nagum language groups, the establishment of a community learning centre in Ularina is a necessity.

The Community Learning Centre will serve the Boiken/Nagum language groups, which extend from Yanguru (inland area of East Sepik Province) to Dagua along the West Coast.

Networks that exist

Department of Primary Industry/Agriculture

Commerce Department

Health Department

East Sepik Council of Women

NGO groups/churches

Comparative analysis

Ularina community lacks all government services in health and education

50% of the people are illiterate

No government assistance for infrastructure development

In summary

There is a real need for

1. Literacy centres – for adults
2. Vocational/technical training for school leavers and adults
3. Health education and family planning programmes
4. Empowerment and leadership training
5. Counselling and conflict resolution skills
6. Income generating projects within the capacity of the villagers/CLC

IV. Objectives

Goal/vision

1. Eradicate illiteracy by 2005
2. Human resource development (HRD)
3. Empowerment of people for decision making
4. Improved quality of life
5. Conserve culture, language, land

Short-term goals

1. Launch an awareness campaign and orientation programme in the Ularina Community (also to include all Boiken/Nagum language groups)
2. Identify human and material resources
3. Train manpower
4. Construct community learning centre at Ularina Village (1 building)
5. Document all CLC activities
6. Develop programme of activities and implement.

Long-term goals

1. Implement an awareness campaign (issues, trends, politics, etc) for Boiken/Nagum Language Groups in East Sepik Province.
2. Establish Community Learning Centres within the Boiken/Nagum Language areas.
3. Upgrade the Ularina Community Learning Centre to a Regional Community Learning and Resource Centre.
4. Upgrade existing literacy materials.
5. Develop new training materials.
6. Train CLC trainers/workers
7. Improve existing Ularina CLC component projects.
8. Develop training materials — library, audio-visual equipment, etc.
9. Evaluate, review, report progress of CLC projects within the region.
10. Develop CLC Programme Activities.
11. Implement programmes (developers and participants)

V. Programme Details

1. Nature of Programme
   - 1.1 People participating are working and living together as a community to develop skills, share ideas and improve their worth and life-style.
   - 1.2 The programme is aimed at maximizing the use of local materials and resources for creating income generating activities
   - 1.3 The programme will endeavour to network ideas, skills, innovations and strategies.
2. Classification
   - 2.1 Adults - men and women
   - 2.2 Women's groups
   - 2.3 All village/community members
3. Immediate priorities and future programme priorities
   - 3.1 Immediate - get the project running
   - 3.2 Future - expand
4. Implementing agency
   - 4.1 East Sepik Institute of Eco-Community Development – for day-to-day co-ordination and implementation.
   - 4.2 Papua New Guinea National Commission for UNESCO – for networking, co-ordination and liaison.
   - 4.3 National Literacy Awareness Secretariat – for literacy training and workshops
5. General strategies
   - 5.1 Orientation workshop for trainers
   - 5.2 Basic literacy programmes
   - 5.3 Networking meetings
   - 5.4 Forum - awareness campaigns
   - 5.5 Neighbourhood sharing and participation — visit homes, villages
   - 5.6 Basic vocational/technical training and income generating skills training
6. Programme to be designed by East Sepik Institute of Eco-Community Development in consultation with the Ularina Community.
7. Programme will be implemented by: Ularina Community and the trainers of the CLC

8. Technical support

   8.1 East Sepik Institute of Eco-Community Development will provide trainers, resource materials and advice

   8.2 The National Literacy Awareness Secretariat (NLAS) will provide literacy materials.

   8.3 UNESCO PROAP to provide funding (US$85,000) to be co-ordinated by the PNG National Commission for UNESCO.

   8.4 PNG Trust (Taubwata/ACCU Resource Centre) will provide materials and resource persons, etc.

9. Networking with local institutions, groups, persons

   9.1 East Sepik Local Environment Foundation

   9.2 East Sepik Council of Women

   9.3 Department of Education

   9.4 Local level government

   9.5 Department of Primary Industry

   9.6 Culture, Tourism, Commerce Departments

   9.7 Health Department

   9.8 Clan groups

   9.9 Village elders

   9.10 Village councillors

   9.11 Church and NGO groups

   9.12 Village and district systems

   9.13 University of Papua New Guinea

10. Management of routine functions by the following:

   10.1 Co-ordinator of CLCs

   10.2 Representatives from small CLCs

   10.3 Selected village/community representatives

11. Documentation

   11.1 Record of monthly activities

   11.2 Photographs, slides, video documentation of progress on a quarterly basis

   11.3 Documentation of training materials

   11.4 Project case studies

12. External evaluation

12.1 Report to UNESCO PROAP by Papua New Guinea National Commission for UNESCO

12.2 Visit project site - 2 times per year by UNESCO (PNG)

12.3 Annual report to UNESCO PROAP

VI. Project Activities/Time Frame

Month	Activities
Sept. 98	Planning Meeting - Dhaka
Oct-Nov 98	Project proposal
Dec 98	Launching of Project - selection of site - mobilizing community - resource mapping
Jan-Jun 99	1) construction of building 2) training of trainers 3) present literacy programmes, health education, environment conservation, etc.
Jul-Dec 99	1) Literacy training programmes 2) Vocational skills training 3) Other programmes as above 4) Evaluation/review
2000-2001	To be decided

VII. Financial Requirements

Funding requirements will be for the following items:

Construction, salary, training, field visits, field office, learning materials/equipment, library, cultural activities, monitoring and evaluation.

Time required: year 1, 2 and 3

VIII. Project Management Framework

An organizational structure will be developed to show:

1. Roles and duties of different functionaries
2. Relationship between implementing agency, UNESCO and government
3. Progress reporting mechanism
4. Financial management system

Linkage with resource institutions (horizontal/vertical)

I. Uzbekistan

Establishment of Community Learning Centres

I. Background

An economically advanced state in central Asia, Uzbekistan has somewhat more than 11 % of the size and 41% of the population in this region. It is the third among the CIS countries, after Russia and Ukraine. The population of Uzbekistan is 23,655,600 (growth rate is 1.31). Of this population, 50.5% are women and 45.5% are men; 61.3% of the population are living in villages. People of different ethnic origins (more than 130) live in the society.

The main economic activities are the cultivation of cotton and fruit, silk production and the construction of irrigation systems. The factories of Uzbekistan are engaged in producing aircraft, textile machines, and equipment for the chemical industry.

The Republic of Uzbekistan emphasizes the construction of a democratic legal state and open society, guaranteeing human rights and liberties, spiritual renovation of the society, social-oriented market economy development, and integration into the world commonwealth. The national or official language of Uzbekistan is Uzbek; the Russian language has historically become the language of interethnic dialogue. Every ethnic group has a right to teach its children in its own language and therefore there are a number of ethnic schools

Elementary and basic schools reach virtually 100 % of the children. Previously gender was not a factor influencing education. However, in conditions of the market economy when families carefully monitor their expenses, men have more opportunities for education. A family especially in rural areas is more likely to send boys to study outside of the village. Most of the women in the rural areas are engaged in agriculture and housekeeping.

The Republic of Uzbekistan has developed a unified state education policy, which is stated in the Law of the Republic of Uzbekistan on Education of August 29, 1997. The strategies for implementing the educational policy is embodied in the National Programme of Personnel Training adopted by the Oliy Majlis (Parliament) of the Republic of Uzbekistan on September 29, 1997. The aim of the present programme is the fundamental reform of the education system and improvement of personnel training through the establishment of a system of lifelong continuous education. The programme states that one of the features of continuous education is that it should rely on various types of both state and non-state education establishments. It stresses also that the family's role in education should be identified, as well as that of public organizations and the mahalla (community). There are special programmes implementing community and family-based children's education at the preschool level. There are also centres, both formal and nonformal for adult training. The community-based educational centres are as follows:

- The network of kindergartens and complex kindergarten-schools
- Preschool education in family and mahalla (community)

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- Centres of foreign language training for children and adults
- Centres for children's preschool psychological orientation
- The network of social institutions

II. Rationale

However, the number of children enrolled in education institutions after 9th grade decreases. Of those who graduate from 9th grade, 55% continue study in the 10th and 11th grades of secondary school and about 23% enter technical and special secondary education. The rest of the students comprise 22% who drop out of secondary education. Many of them are not able to find jobs because they do not have any professional and technical skills. For a rapidly developing economy, it is necessary for them to learn skills for income generation and to work in a changing society. Another fact is increasing leisure time for unemployed youth. But Uzbekisan is switching from the Cyrillic to the Latin script. The majority of the population, mostly adults, are learning to read and write in a new alphabet.

III. Objectives of the Project

The main objectives of the project are to use community learning centres:

- to help youth to develop skills and obtain scientific knowledge;
- to increase their skills in using English and computers in order to start businesses in a changing society; and
- to foster the creative use of leisure (music, arts and crafts, sports)
- to enhance personal development

The central aim is the enrichment of life for all youth and adults.

IV. Programme Details

Community learning centres will be established using 25 schools in Uzbekistan, which have been associated with UNESCO. Programmes will be initiated with the programme manuals sent to these schools by UNESCO. The other manuals for business, English and computers will be prepared by the project.

1. Three areas of Uzbekistan will be selected as pilot sites for the project. A community council in each area will be established for project preparation.
2. Review and exchange (meetings, seminars)
3. Implementation in other regions

Courses and activities may include:

- Training course on work-related skills such as business management, computing
- Leisure activities such as music, arts and crafts, sports
- Personal development and social skills such as: English; new alphabet, preschool education, health.

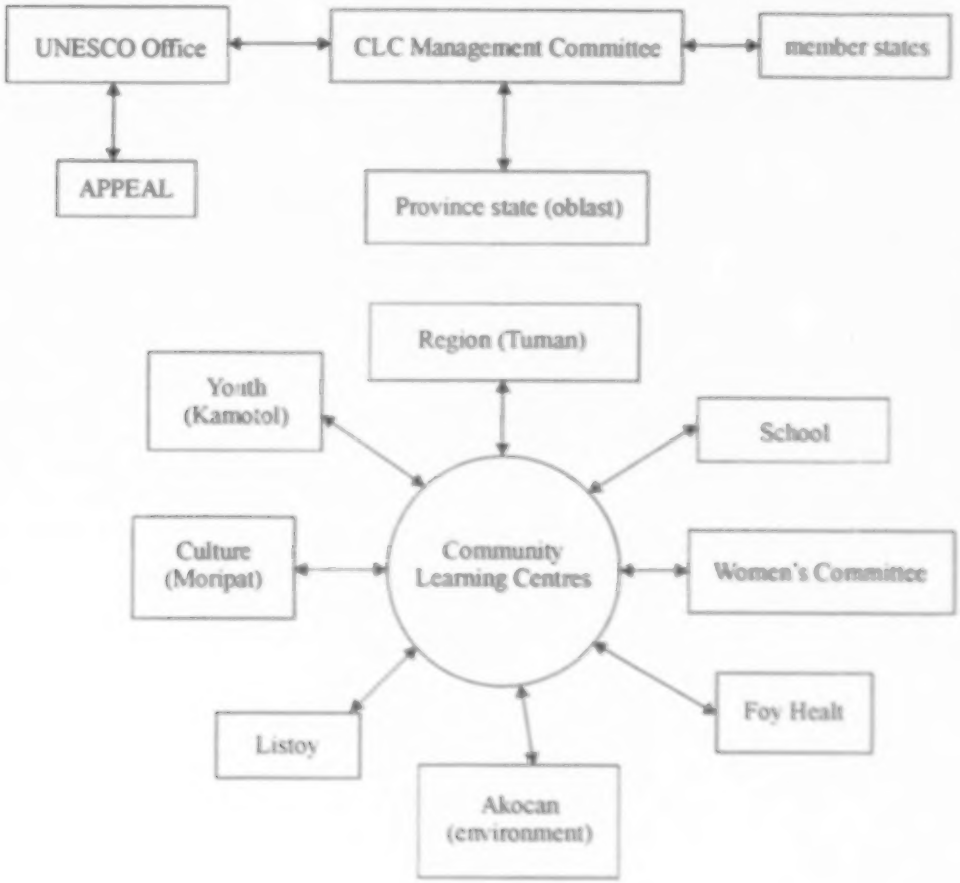
V. Activities and Time Frame

s.no.	*Description of activities*	*1st year/1998*				*2nd year/ 1999*				*3rd year/ 2000*			
		SPT	OCT	NOV	DEC	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
1	Report to the Government	X											
2	Proposal writing		X										
3	Submit to UNESCO		X										
4	Approval of the proposal		X										
5	National Workshop			X									
6	Local Workshop				X								
7	Preparation stage						X						
8	Operation stage							X					
9	Implementation and expansion									X			

VI. Financial Requirement

1. Preparatory: use of school building, facilities, equipment, and transportation (Government, community)
2. Training of trainers (UNESCO) organizing workshop, developing skills of resource persons
3. Materials development (UNESCO)
   - use of materials sent by UNESCO
   - translation into Uzbekistan languages
   - adaptation of the materials for CLCs
4. Equipment (Government, community)
5. Materials for Workshop (Government, Community, UNESCO)

VII. Project Management Framework



Observations and Comments on Country Action Plans

After the presentations on the country action plans, APPEAL and resource persons provided the following observations and comments.

It will be important for each country team to share the basic concept of CLCs discussed and developed during this planning meeting with their colleagues in country who will be involved in the CLC projects. An orientation seminar/workshop may be organized to disseminate the ideas about CLCs and to develop a common understanding about the project.

Community Learning Centres to be developed under this project should use as much as possible the existing resources including materials and buildings. Each country will decide this matter, in view of the available resources at the project site(s).

The co-ordination among the agencies involved in the projects such as GOs, NGOs and INGOs should ensure the effective use of limited resources and technical support and avoid duplicating similar efforts in the same place. Contacting potential donors and informing them about the project may also be important to mobilize additional funding support for CLCs.

The resources and expertise of ARTCs and LRCs should be used for the resource development of CLCs including materials development, personnel training, monitoring, evaluation and research activities.

The project should be planned and implemented with emphasis on community participation and ownership to ensure sustainability. Although the project will commence with some CLCs in a small geographical area, each country should also at the planning stage of the project have a vision to expand the programme and its geographical scope.

Chapter 6

Recommendations for Co-operation at the Regional Level

APPEAL presented a proposed network under the CLC project at the regional level to promote the co-operation and collaboration among the countries in the region. The chart below shows the possible linkage of activities and organizations at the community, national and regional levels.

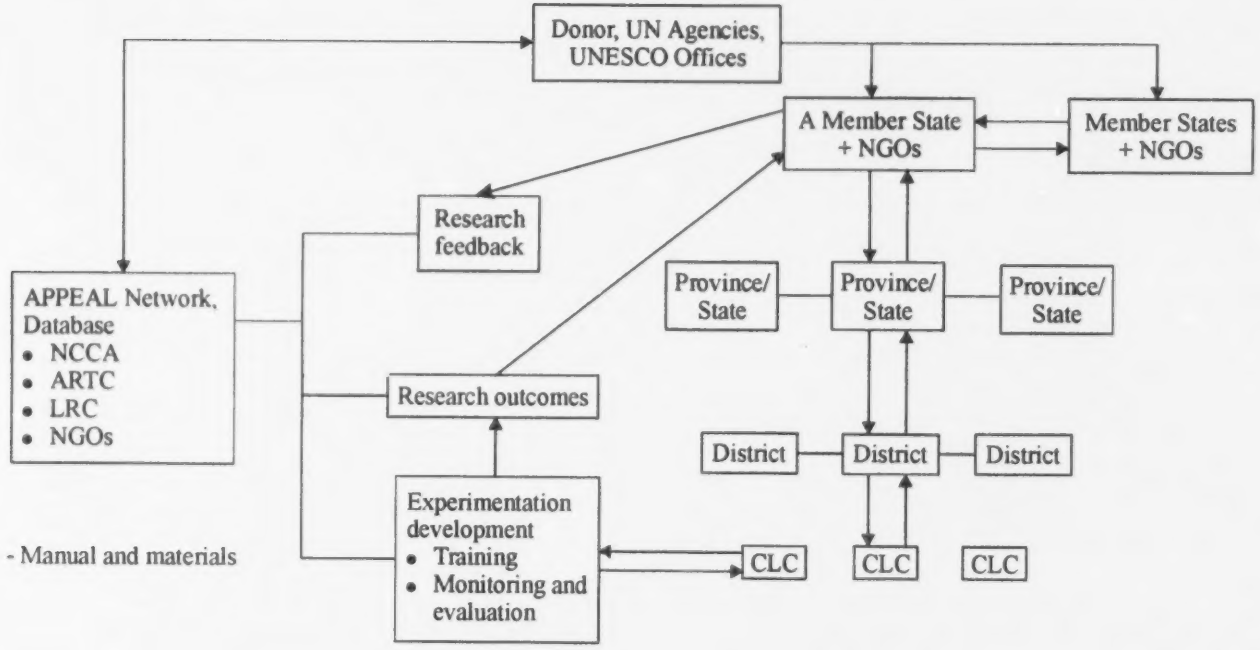
Participants were invited to provide their suggestions for strengthening regional co-operation through CLC projects.

First, it was suggested that UNESCO and ACCU in co-operation with UNESCO country offices, the APPEAL Resource and Training Consortium (ATRC) and the Literacy Resource Centres (LRC) carry out the following activities at the regional level to strengthen the CLC projects:

- Exchange of CLC experiences among the participating countries through:
  - Setting up a regular network/strengthening existing mechanisms
  - Documents and audio-visual materials
  - Study visits
  - Experience exchange/review meetings
- Joint review/evaluation and development of future action plans in view of integration of CLCs with other ongoing programmes
- Joint action research on CLCs in participating countries, using the common framework for the study
- Dissemination of successful CLC experiences as models, through documentation, meetings and international conferences
- Organizing training workshops on capacity building of CLCs at the regional and subregional levels, particularly for heads of LRCs and CLCs

In addition to the above activities, participants also suggested that UNESCO and ACCU play an active role in the following activities:

- UNESCO should help set up CLCs in participating countries including the selection of venues for the CLC sites.
- UNESCO should visit CLCs regularly to monitor progress. LRCs and local UNESCO offices can also undertake this task.
- UNESCO and ACCU should find funds to support CLC implementation and expansion.
- UNESCO should strengthen co-operation with NFUAJ (National Federation of UNESCO Association in Japan) through CLCs and the Terakoya Project.


Donor, UN Agencies, UNESCO Offices
A Member State + NGOs
Member States + NGOs
Research feedback
APPEAL Network, Database
• NCCA
• ARTC
• LRC
• NGOs
Province/ State
Province/ State
Province/ State
Research outcomes
District
District
District
Experimentation development
• Training
• Monitoring and evaluation
CLC
CLC
CLC
- Manual and materials

Annex 1

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Mr. Ayub Khan
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Mrs. Momotaz Khatun
Mr. Sabdar Ali Panna
Mr. Zahangir Alam
Mr. Mukter Hossain

Annex 2

Annotated Agenda and Provisional Schedule of Work

Sunday, 20 September

Arrival of participants in Dhaka

evening	Registration and distribution of working documents

Monday, 21 September (Day 1)

8:30 - 9:00	Registration and distribution of working documents
9:00 - 10:00	**Opening ceremony** (separate programme)
10:00 - 10:30	Tea/coffee break
10:30 - 11:30	**Agenda Item 1:** Introduction to the meeting and election of officers
11:30 - 13:00	**Agenda Item 2:** Presentation on APPEAL and Community Learning Centres
13:00 - 14:00	Lunch break
14:00 - 15:30	**Agenda Item 3:** Country presentations on Community Learning Centres – Bangladesh and Papua New Guinea
15:30 - 16:00	Tea/coffee break
16:00 - 17:30	**Agenda Item 3:** Country presentations (continued) – Mongolia and Uzbekistan
Evening	Reception by the Bangladesh host

Tuesday, 22 September (Day 2)

9:00 - 10:30	**Agenda Item 3:** Country presentations (continued)
	– Nepal and Bhutan
10:30 - 11:00	Tea/coffee break
11:00 - 13:00	**Agenda Item 3:** Country presentations (continued)
	– Cambodia and Lao PDR
13:00 - 14:00	Lunch break
14:00 - 16:00	**Agenda Item 3:** Country presentations (continued)
	– Indonesia
	– ACCU and ESCAP
16:00 - 16:30	Tea/coffee break
16:30 - 17:30	**Agenda Item 3:** Country presentations (continued)
	– Summary of presentations and discussion
17:30 -	Briefing on field visits

Wednesday, 23 September (Day 3)

morning	**Agenda Item 4: Field visits**
13:00 – 14:00	Lunch break
14:00 - 15:30	**Agenda Item 4:** Sharing the field visit observations in groups
16:00 - 16:30	Tea/coffee break
16:30 - 17:30	**Agenda Item 4:** Presentations of group discussions

Thursday, 24 September (Day 4)

9:00 - 10:30	**Agenda Item 5:** Development of Community Learning Centres
	– Presentation on CLC and orientation for the group discussion
10:30 - 11:00	Tea/coffee break
11:00 - 13:00	**Agenda Item 5:** Development of Community Learning Centres (continued)
	– Presentation on CLC and orientation for the group discussion
	– Group discussion on development of Community Learning Centres
13:00 - 14:00	Lunch break
14:00 - 15:30	**Agenda Item 5:** Development of Community Learning Centres (continued)
	– Group discussion on development of Community Learning Centres

15:30 - 16:00	Tea/Coffee break
16:00 - 17:30	**Agenda Item 5:** Development of Community Learning Centres (continued)
	– Presentation of group work followed by discussions
evening	Dinner hosted by UNESCO

Friday, 25 September (Day 5)

9:00 - 10:30	**Agenda Item 6:** Country action plans for Community Learning Centres Project
	– orientation by UNESCO
	– work to be undertaken by each country team
10:30 - 11:00	Tea/Coffee break
11:00 - 12:30	**Agenda Item 6:** Country action plans for Community Learning Centres Project (continued)
	– work to be undertaken by each country team
12:30 - 14:00	Lunch break
Afternoon	Free

Saturday, 26 September (Day 6)

9:00 - 10:30	**Agenda Item 6:** Country action plans for Community Learning Centres Project (continued)
	– Presentation of country plans
	– Commitment for networking
10:30 - 11:00	Tea/Coffee break
11:00 - 12:00	**Closing ceremony**
12:30 -	Farewell lunch reception

Annex 3.1

Opening Remarks by Mrs. Lucille C. Gregorio Coordinator a.i., APPEAL, UNESCO PROAP, Bangkok

Mr. Chairman, Minister of State for Primary and Mass Education

Mrs. Zinatun Nesa Talukder, Chief Guest

Mr. Kafil Uddin Ahmed, Secretary, Bangladesh National Commission for UNESCO

Mr. Ansar Ali Khan, Director UNESCO, Dhaka

Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission

Participants, Resource Persons and Observers of the meeting

Fellow Literacy Workers

Ladies and Gentlemen

I am indeed very pleased to welcome you to this Planning Meeting on Community Learning Centres. On behalf of our Director and colleagues at UNESCO, Bangkok, particularly the APPEAL staff, allow me to express our wholehearted gratitude to all of you, for taking time out despite your busy schedules to join us during the week. Here we are planning for an important project on Community Learning Centres, one mechanism to "reach the unreached" through community participation and ownership.

I also wish to express our wholehearted appreciation to our hosts, Dhaka Ahsania Mission, through the Executive Director, Mr. Alam; and the Bangladesh National Commission for UNESCO through Mr. Ahmed for jointly organizing this activity in co-operation with APPEAL and UNESCO Dhaka.

Most of you are familiar with APPEAL, which was launched in 1987, even before the World Conference on Education for All, held in Jomtien, Thailand in 1990. Therefore, I will not deal with its history. The setting up of APPEAL is better explained by Mr. T.M. Sakya, one of our resource persons at this meeting, who was a long-time Coordinator of APPEAL during his stint with UNESCO Bangkok.

What I would like to share with you is a brief description of my experience with the "farmers school" of Hebei Province, the Chinese version of what we call a "community learning centre." The school is located in a county of 600 households, all of them farmers producing apples, apricots, strawberries and vegetables. The 1996 literacy rate of the county was 99.2%, and in 1997, 323 young adults were trained for rural development as part of the programme "Literacy for Empowerment of the Poor and for Lifelong Learning." The training emphasis is on the integration of education, agriculture

and science and technology in daily life. Since almost all the community members have achieved basic literacy, the trainees with support from the Hebei Agriculture University are provided skills training in soil analysis, propagation techniques, proper use of fertilizer and pesticides, harvesting techniques; and in family life matters related to nutrition, health and sanitation. Although the school is managed and owned by the local people, the local government supports the marketing of produce and provides incentives by giving awards to model households. Farmers schools are now replicated in 10 counties in Hebei province and the national government is encouraging the setting up of similar centres in other rural communities.

> *The challenge, therefore, with regard to community learning centres is not only to involve every community member in all village activities, but to synchronize the activities with other partners, including Government, NGOs, professional organizations and higher education institutions. In this way overlapping and competition can be avoided while co-operation and partnership are strengthened, and resources mobilized and used effectively.*

Friends, the example I mentioned is one where literacy activities taking place in focal centres of a community have changed the quality of life of the poor. I am sure there are similar "success stories" from your countries, which you will share with us during the week. This will be an exciting learning experience for all of us.

Thank you and good day.

Annex 3.2

Opening Address of Professor Zinatunessa Talukder Honourable Minister for Primary and Mass Education People's Republic of Bangladesh.

(Translated from Bangla)

Mr. Chairman of the inaugural session of the Planning Meeting on Community Learning Centres, Kazi Rafiqul Alam, Special Guests present in the session, participants of different nations including Bangladesh, representatives and officials of international organizations, officials of Dhaka Ahsania Mission.

Assalamu Alaikum,

First, I thank Dhaka Ahsania Mission for organizing such an important and timely meeting, and inviting me to the inaugural session and giving me a chance to speak on the occasion.

I am delighted and feel proud to be present here being responsible for the Ministry of Primary and Mass Education.

In countries, especially in the third world countries, illiteracy hinders the development process. People can be involved in the development cycle only when the mass of people in a country are literate.

What I think and say everywhere is that educating illiterate adult people is a hard and complex job. For this reason, we think of ways to make them literate quickly and easily. In this regard, we organize and conduct seminars and workshops like this one, where we plan how and by which process we can easily make illiterates literate. I hope this workshop will produce some unique recommendations that the Government of Bangladesh can try to implement.

You may already know that an illiteracy-free country was the pre-election manifesto of Prime Minister Sheikh Hasina. We are firmly determined to eradicate illiteracy from Bangladesh by the year 2006. To do this, we have introduced informal and nonformal education along with the expansion of primary education.

This programme has been gradually expanding throughout the country. We are implementing this programme for different projects at a cost of Taka 1500 crore.

The positive results of this programme have started to occur. Mobilization among the people fostered a general awareness about the value of education. During the one and a half years of this government, the literacy rate has increased from 47 to 51 per cent. Bangladesh has been nominated for the award of UNESCO this year. We are sure of reaching the target before the stipulated time with the sincere willingness of the present government.

Even if it is not the subject matter of this workshop, I would like to mention the devastating floods occurring in this country just a few days ago. Three fourths of the country has gone under water. I have been visiting and distributing relief materials to victims in different areas of the country for the last twelve days. I saw how helpless people are to nature.

We have been able to face the problems primarily because of the wisdom and devotion of our Prime Minister, Sheikh Hasina. We have appealed to the donors and international organizations for their assistance and got a positive response. We hope to face the post-flood situation properly.

I shall invite everybody present in this meeting to stand beside the flood-affected people.

With the hope of a successful workshop here, I declare the workshop open.

Jay Bangla, Joy Bangabandhu

Dhaka, September 21, 1998

Annex 4

Community Learning Centres: The Need of the Time

1. Education and Change

The world is at present undergoing a profound transformation due to many factors. In recent years there have been enormous scientific and technological advances and changes, including socio-economic and political changes, environmental deterioration, increase in human population, increasing international interdependence and trends towards globalization.

It has long been recognized that although education alone cannot solve many of the acute problems arising out of social change, it can play a powerful role in meeting varying needs of society under transformation.

A literate adult population is the basis for any meaningful development effort, especially one seeking to achieve a sustainable development. Democracy in its genuine form requires participation by responsible and informed citizens, and participation is the key to successful humanistically oriented development.

As a society becomes more diversified and complex, needs and problems to be addressed by education become equally diversified and complex and sometimes unpredictable trends emerge. The educational response must be directly pertinent to the nature of the problems it is addressing and must be flexible enough to meet the changing needs.

The school has long been conceived as the sole educational institution and form of education. But schooling or formal education by itself is now seen to be inadequate for providing the whole educational response needed for the modern world. It now must give way to the new concept of lifelong learning and the idea of continuing education, which creates opportunities for formal, nonformal and informal learning throughout life. Schools will continue to play a fundamental role but clearly need to be redefined within the framework of lifelong education.

2. The Emergence of Nonformal Education

In the less well-developed countries of Asia and the Pacific even the formal system of education was for a time, and in some instances remains at present, unable to play even its traditional role of providing literacy and basic education for all and higher education for the rapidly changing needs of a restructured society. Because of population pressures, poverty and other social forces, not all countries can provide school places for all school-age pupils. In addition, in such countries drop-out rates remain high. In response to this problem many countries have instituted systems of nonformal education (NFE) to provide basic literacy programmes for adults, to give primary and secondary educational equivalency programmes for youth and adults, usually by alternative means, and to foster vocationally oriented and community development activities for groups and communities.

This system of nonformal education has grown rapidly but somewhat haphazardly and its development in the region has been uneven. One of the greatest weaknesses of NFE in many countries has been an inadequate infrastructure, certainly as compared with the well-organized system of formal education. Institutional development frequently remains weak, levels are not clearly demarcated and lines of responsibility poorly defined.

Another weakness has been that the programmes and activities provided under NFE have often been narrow in scope and limited in impact.

For example, many NFE programmes addressed the problem of adult illiteracy by organizing one-off literacy campaigns and by providing temporary literacy classes. They addressed the problem of school drop-outs by providing equivalency programmes but without any attempt to ensure that the newly acquired knowledge and skills were applied in real life or that students completing equivalency courses had opportunities to continue to learn. They attempted to solve the problem of unemployment by organizing temporary or short-term skills training but with no follow-up to ensure that employment actually occurred or that the community benefited from the training.

So while nonformal education systems made a big difference by providing educational opportunities for those who missed or dropped out of formal schooling, they did not always encourage people to continue to learn throughout life and did not adequately provide for personnel and community growth. Further, they did not always make it possible for beneficiaries to relate their limited education to community development.

3. The Rise of Learning Centres in Developing Countries

As NFE systems in developing countries expanded, it became apparent to those organizing the systems that these problems and weaknesses needed to be addressed by a more holistic response in terms of improved infrastructure and by broadening the scope and duration of NFE activities. In addition, it became apparent that in poorer communities it was unrealistic to expect the community itself to take all the initiative in picking up from where NFE activities left off and applying the newly acquired but limited knowledge and skills to foster meaningful sustained personal and community development.

The idea of providing an infrastructure and an institutional base for holistic lifelong education gradually emerged and become operational through the establishment of local community based learning centres usually organized and managed by the people themselves. The centres took over many of the roles of NFE but did so in a way which enabled beneficiaries a) to continue to learn after completing specific NFE programmes and activities, and so promoted the concept of lifelong learning and (b) to apply knowledge and skills in continuous and sustained community development.

Initially most such centres were established in rural communities and were built into an overall programme of rural development linking together the initiatives not only of NFE but also of other relevant ministries such as housing, health, industrial development and agriculture. Non- government organizations (NGOs) also established centres or worked together with Government in establishing and running centres. The learning centre movement expanded into urban areas and broadened its activities still further to address a variety of social problems and issues.

It gradually emerged as a network of community-focused institutions providing continuing education, that is expanding opportunities for lifelong learning for all, and with a focus on the broader issues of community well-being and community development.

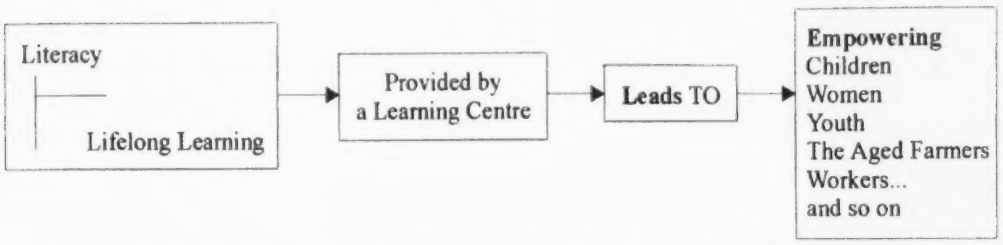
4. Learning Centres in Industrialized Countries

In industrialized countries systems of nonformal education did not emerge as a separate movement complementing formal education. This was because the formal system itself was adequate to meet basic educational needs, providing primary and secondary education for all and alternative education for those needing qualifications and certificates at any age and under almost any circumstances. But even so the so-called formal system did not meet all the needs of a rapidly changing society, especially one undergoing major structural changes in the work force. The formal institutions tended to be time-bound and certification oriented and so did not cater for all aspects of lifelong education, especially the demands for training rapidly changing special groups such as senior citizens, unemployed youth and ethnic minorities, or the increasing demands by adults for educational programmes aimed at solving social problems. People therefore began to demand something more from education than the formal education system could provide. The response was a network of adult learning centres which provided a broader range of educational opportunities and promoted lifelong learning. So in parallel and independently of the learning centre movement in less well-developed countries, learning centres have become very significant agencies for continuing education in industrialized societies.

5. What is a Learning Centre?

> A Community Learning Center is a Local Education institute outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life

The definition has important implications. Learning centres play a key role in personal and social development. THEY ARE AN EFFECTIVE MECHANISM FOR EMPOWERING INDIVIDUALS AND PROMOTING COMMUNITY DEVELOPMENT. They provide opportunity for all members of society to engage in lifelong learning. This idea is illustrated on next page.

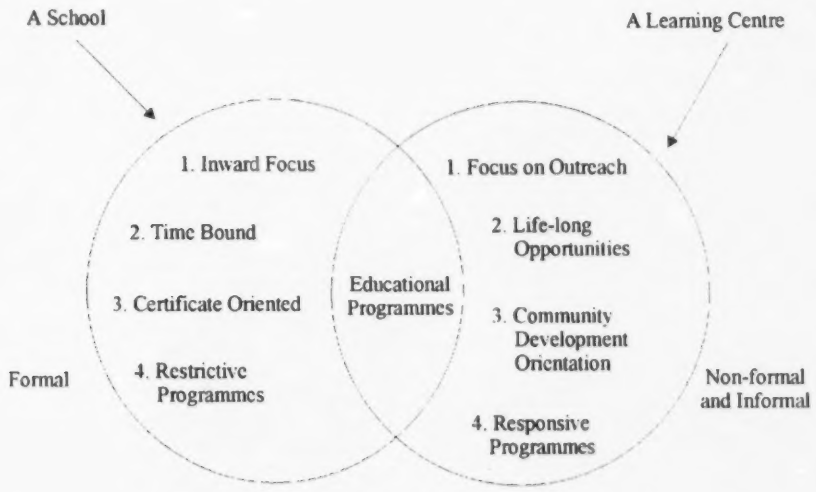


6. Learning Centres as Contrasted with Formal Educational Institutions

Learning centres tend to have the following characteristics:

- They cater for lifelong learning.
- They reach out to the community.
- They promote the development of a community.
- Their programmes are responsive to and reflective of the needs and aspirations of members of the community.
- They draw their mandate from the community and serve the community.

These ideas are summarized in the figure below which contrasts a formal education institution such as a school, with a typical learning centre.



This contrast does not mean that formal education institutions such as schools or colleges cannot establish learning centres. In fact, many do establish excellent centres as part of their outreach or extension activities and community services.

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7. Learning Centres as Multipurpose Institutions

Because, as mentioned above, learning centres have outreach and community development roles they must not only be concerned with a narrow range of activities (such as those provided under a nonformal equivalency programme) but they must be multipurpose and multi-functional.

A reading centre or a literacy class under this definition is not a learning centre. If a temporary literacy class should become permanent and institutionalized and add other functions such as post-literacy or quality of life improvement activities, then it emerges as a learning centre as defined here.

8. The Learning Centre within Other Institutions

The possibility of learning centres being established by formal educational institutions has already been mentioned. The activities of such centres, however, need to be clearly demarcated from the mainstream activities of their parent bodies whether they are located physically on their premises or elsewhere.

In some countries, however, educational activities take place in agencies and institutions that normally would not be regarded as having an educational role. These agencies and institutions may include factories, farms, commercial organizations, government offices and the like. If these have closed inward-looking programmes providing training and education in only one narrow area, they are not true learning centres. They could become learning centres if they broaden their programmes to include personal or community development on a wider scale.

9. Learning Centres in Different Social Contexts

Social context is one of the two key factors in developing a concept for a particular learning centre. Since a learning centre is, by definition, responsive to local needs, there should be a clear understanding on the part of the organizers, of the social situation and the problems and concerns of individuals in the community where the centre is located. Ideally, this will lead the organizers to develop programmes and activities in the centre that address these problems and issues in an integrated manner.

This process is illustrated in the following pages where some examples of contrasting social contexts are given along with some comment on how these might influence the establishment of a learning centre.

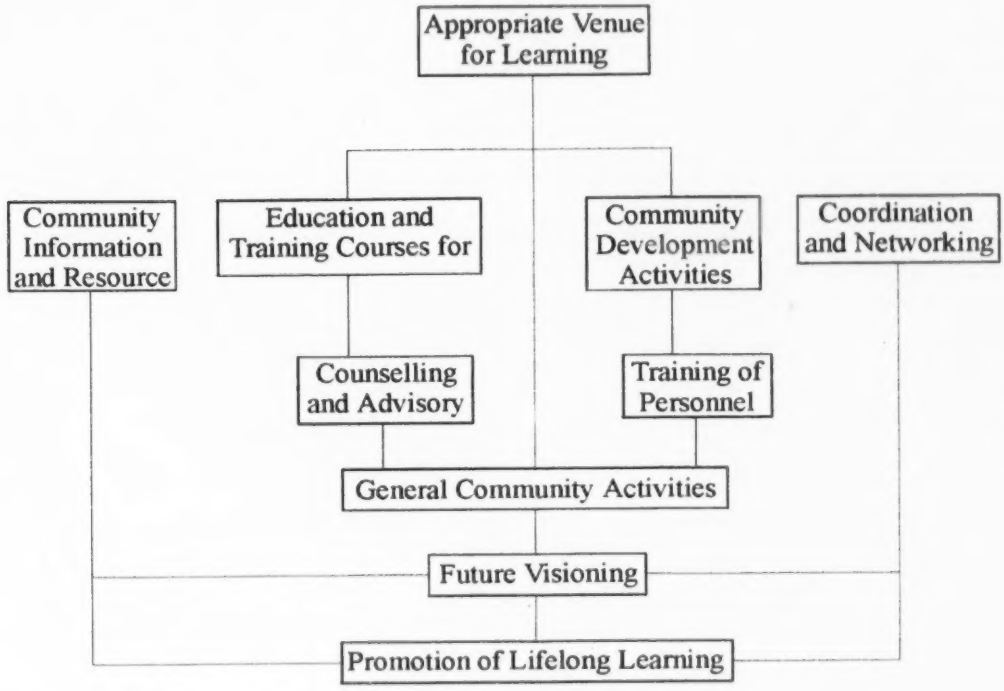
Development Situation	Example of Social Context	Possible Initial Response of the Learning Centre
1. Social groups at the level of survival.	An isolated hill tribe at a minimum level of survival. High levels of adult illiteracy (85%). All people well below poverty line.	Community could establish task force for short and longer term projects such as introduction of a new cash crop and or a tree plantation programme gradually involving improved levels of literacy and general functional education.
2. Underprivileged social groups.	Underprivileged women in a poor rural community (80% adult illiteracy)	Focus on increasing access to education by women and fostering their participation in society. Activities include distance education programmes. Stress also improving standards of functional literacy.
3. Rural development situation	Rural village community dependent on one cash crop (rice) and with no other sources of income. Generally low standard of living. Illiteracy level 40%	Focus on income generation and quality of life improvement activities perhaps based on introduction of small animal farming. Post-literacy activities to be introduced linked to development.
4. A society in transition from agriculture to industry	Generally literate rural community rapidly urbanizing but in need of improved infrastructure (e.g., good roads).	Development of self-help skills relevant to infrastructure improvement including project management skills.
5. Affluent urban community in industrialized society.	Highly literate urban community in an industrialized community/ country. Considerable amount of leisure time for most adults. Some crime mainly by socially alienated youth.	Self-help activities initiated by people in retirement age to learn skills to use leisure time meaningfully. Retraining programme for unemployed youth. Advisory and counseling services.

Function of Learning Centres

The general functions, common to all learning centres, are listed below. But their operational detail may vary according to the level of socio-economic development and learning needs of the community where the learning centre is situated. It is important for the managers of the LC to know its main functions and then to adapt them according to the needs, aspirations and capacity of the beneficiaries in the community. Essentially learning centres have four groups of functions.

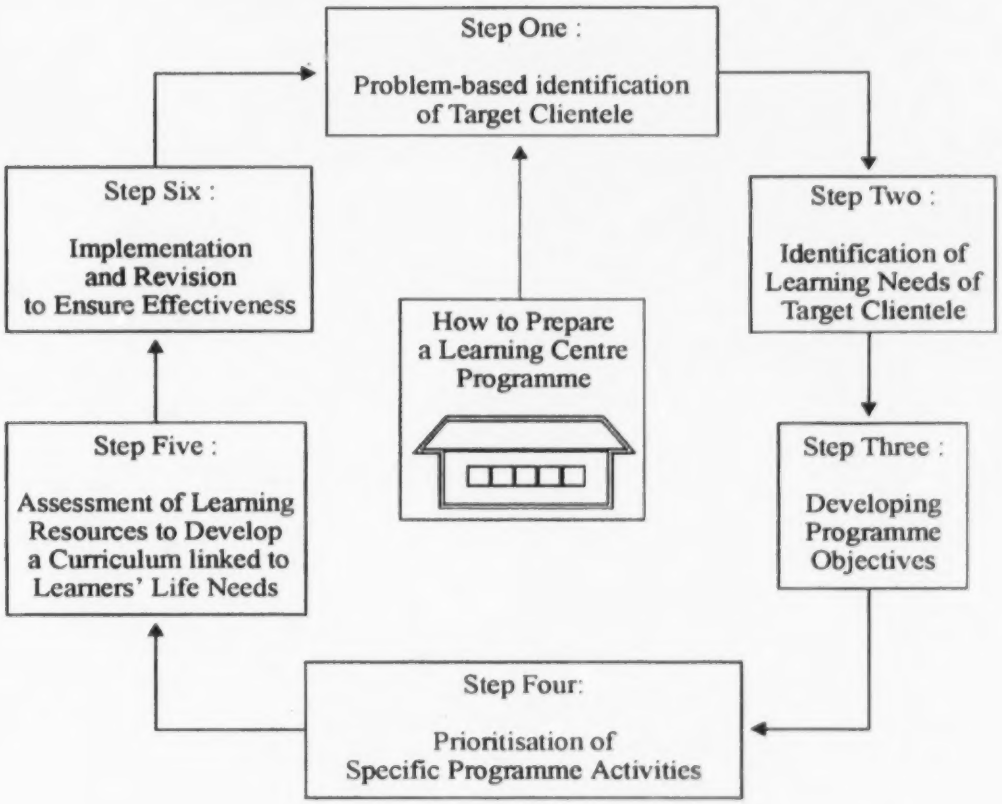
General Functions of Learning Centres	Differently Expressed in Different Socio-Economic and Cultural Situations
Learning Centres Providing Venue for Learning and Development I. **Education and Training** - Provision of education and training activities for the community. - Training of NFE and CE Personnel. II. **Community Information and Dissemination of Resources** - Community information and resource services. - Advisory and counseling services. III. **Community Development** - General community activities. - Community development projects. - Future visioning IV. **Coordination and Networking** - Provision of linkages between GOs and NGOs. - Promotion of lifelong learning.	for example: 1. Social groups at level of survival 2. Underprivileged social groups 3. Rural development situations. 4. Society in transition from agriculture to industry. 5. Affluent urban society in an industrialized country.

Functions of Community Learning Centres



How to establish and organize LC programmes

A learning centre established by outsiders without the involvement of the community will never be successful. Therefore, the promotion of an LC must first of all begin with discussion with the community to make them aware that the LC is a forum where community members can discuss and address their common problems. Then the community may set up a group to oversee the task of establishing the LC. After establishment, the following six steps will be very helpful to prepare and implement the LC programmes.


Step One :
Problem-based identification of Target Clientele
Step Two :
Identification of Learning Needs of Target Clientele
Step Three :
Developing Programme Objectives
Step Four:
Prioritisation of Specific Programme Activities
Step Five :
Assessment of Learning Resources to Develop a Curriculum linked to Learners' Life Needs
Step Six :
Implementation and Revision to Ensure Effectiveness
How to Prepare a Learning Centre Programme

National Literacy/NFE Resource Centre

The Manual for the Development of Learning Centres (ATLP-CE Vol. VIII) has recognized the fact that Community Learning Centres need continuous guidance, supervision and training to strengthen their capabilities. For such activities it has suggested the establishment of national and provincial level resource centres.

ACCU's Programme to Promote Literacy Resource Centres (LRCs) at the national and provincial levels have actually tried to fulfill such a need. LRCs have emerged as an infrastructure that would give training and guidance to CLCs to strengthen their role in organizing their community education programmes and gradually assuming the role of lifelong education centres.

Therefore CLCs and LRCs complement each other. The CLCs find it difficult to link education with community development on their own. Similarly LRCs without a network of CLCs would have no direct community involvement.

Therefore, it is very wise on the part of APPEAL/PROAP and ACCU to develop institutional and organizational linkage between LRCs and CLCs.

Annex 5

Case Study of Nepal's Community Learning Centres

In Nepal community learning centres (CLCs) have been set up to follow up a literacy campaign particularly in Banepa Municipality and in other places as an effort to provide a permanent infrastructure for literacy and continuing education programmes. Actually it was the World Terakoya Movement of NFUAJ which promoted an idea of CLCs. Later NFUAJ and UNESCO jointly developed the Manual on Community Learning Centres. Thus many NGOs which are supported by NFUAJ in Nepal have set up CLCs.

As the CLCs started a process of community-based education accompanied by development activities, they felt a strong need for a national resource centre to provide them guidance and training. Therefore, in 1996 the National Resource Centre for Nonformal Education (NRC-NFE) was set up through the joint consultation of 40 NGOs in Nepal. At present NRC-NFE has been strengthened with the establishment of NRC-NFE/ACCU/LRC with the help of ACCU.

The NRC-NFE/ACCU/LRC are now structurally linked with eleven CLCs in Banepa, one each in six other villages, such as Chapagoan, Khokana, Sunakothi, Thecho, Bungmati and Siddhipur. Similarly, it provides guidance and training to all NGOs supported by NFUAJ under the World Terakoya Movement. The LRC is providing continuous backstopping to all CLCs. The CLCs' effectiveness depends upon the vision, mission and capabilities of local leaders and CLC functionaries. Therefore in Nepal CLCs are at different stages of development. Out of all CLCs, which are directly linked with the LRC, the case studies of two are given in this annex.

In conclusion, we can say very emphatically that the Community Learning Centres (CLCs) are *sine qua non* for the promotion of literacy and continuing education linked with community development. The time to see literacy programmes as one-shot affairs is long gone and it is also clear that communities will not be able to move from basic literacy to continuing education without an infrastructure of CLCs. Therefore APPEAL /PROAP's effort to strengthen CLCs in all the developing countries will provide a great encouragement and hope for all people engaged in nonformal education, as well as help to link learning, earning and living together.

Case Study No. 1

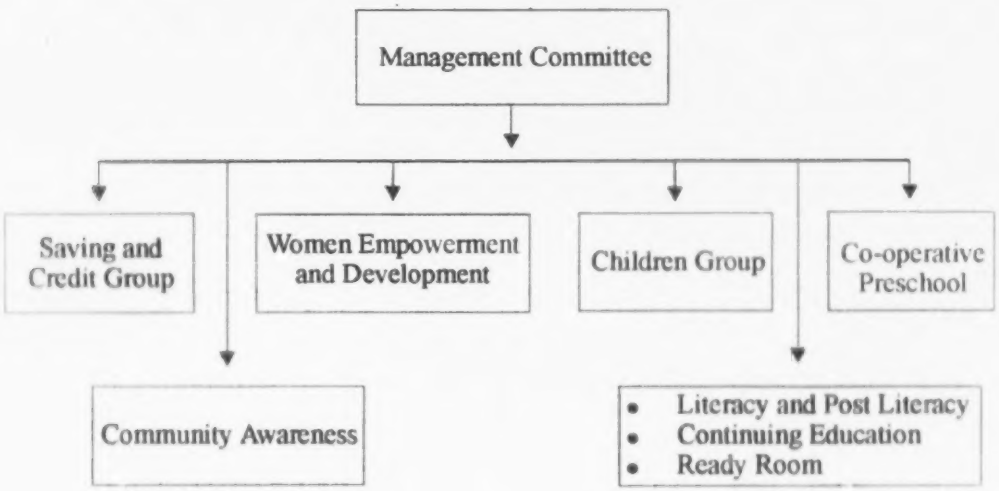
Community Learning Centre at Chapagoan, Lalitpur District

The Community Learning Centre was set up at Chapagoan Village by the local community in 1995. NRC-NFE and CEFA provide continuous advice, guidance and training to the personnel working in the CLC.

Objectives

1. To impart literacy and post literacy programmes to learners especially to girls out of schools and illiterate and semi-literate adults.
2. To provide continuing education for the improvement of quality of life and income generation capabilities of the villagers.
3. To form savings and credit groups and impart skills to undertake individual and group projects for income generation.
4. To protect, improve and properly use a community forest situated in the community.
5. To undertake short-term and long-term community development programmes.
6. Others

Organization Structure



Activities

1. A savings and credit group has 45 members, both men and women. It has a co-operative store dealing with foodstuffs, fertilizer and education materials.
2. Women empowerment and development activities consist of training, seminars and literacy and post-literacy classes. Training is in carpet making, raising rabbits, and nutrition.
3. The children's group holds a Saturday discourse on moral values regularly. Besides that, it organizes quiz contests, speech contests and sports activities.
4. The CLC has a regular education programme such as literacy for illiterates and a continuing education programme for school drop-outs and literacy graduates. It also runs a reading room.
5. The CLC has built a small building of its own but it needs improvement in terms of lighting and ventilation.
6. The CLC organizes regular mass meetings of the villagers inviting guest speakers to speak on various topics to raise village awareness of community development.

Case Study No. 2

Community Learning Centre Budol, Banepa Ward No.11, Kavre

The Community Learning Centre was established in 1995 as a part of the literacy and continuing education programme of Banepa Municipality. The Center for Education for All (CEFA) and NRC-NFE provides continuous guidance and advice to the CLC personnel. The CLC was actually a direct outcome of the ATLP-CE Workshop in Banepa organized by Banepa Municipality in co-operation with APPEAL/PROAP.

The main goal of the Community Learning Centre (CLC) is to achieve sustainable community development in Budol and other adjoining areas.

The objectives are:

1. To promote literacy and post-literacy among the people especially for girls and other disadvantaged populations.
2. To provide continuing education for the improvement of quality of life and income generating capabilities of the people.
3. To form women's groups for the empowerment of women including a campaign against social evils such as alcoholism, gambling, adultery, etc.
4. To form functional groups such as fisheries group, buffalo group, orchard group, etc., for undertaking income generating work.

5. To form a users group to protect, improve and make proper use of the community forest situated in the community.
6. To prepare and execute various community development plans and programmes.
7. Others.

Activities

1. The CLC has a very small building at present. It has a plan to construct a new building with adequate rooms for meeting halls and offices.
2. It also has sub-CLCs at four places including Goshinkunda, Panchakumari and Bhakteswor.
3. The CLC has formed a consumer group for the preservation, improvement and proper use of the community forest situated inside the village. It does three things:
   a. planting new trees
   b. protection of the forest through collective efforts
   c. distributing timber and leaves from fallen trees

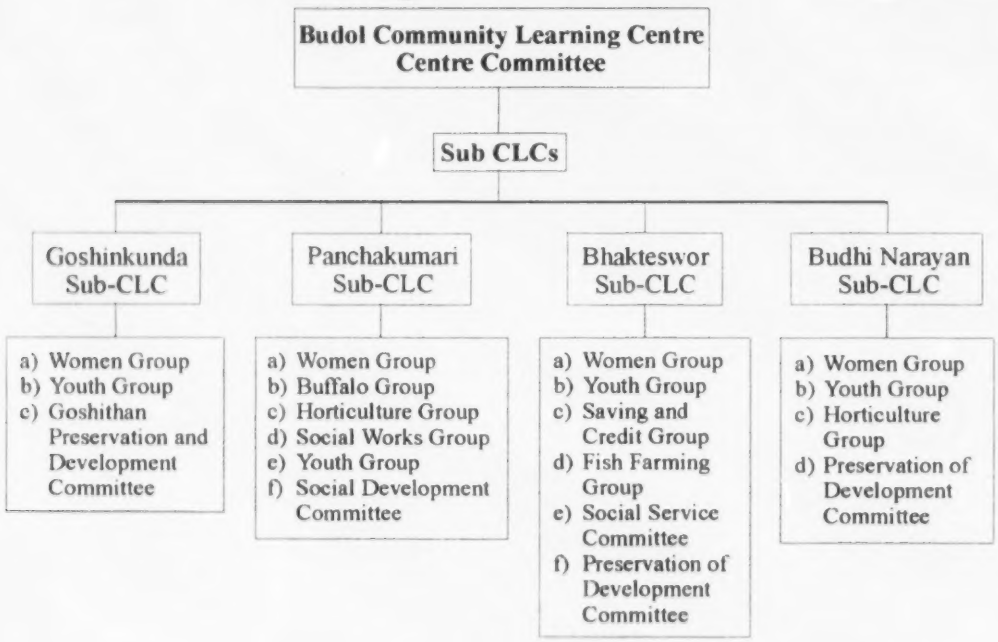
   Part of the forest is used by a primary school to cultivate grass called "amriso" which is made into brooms. The school is earning some income from this activity.
4. It has formed a fruit tree group, which maintains a nursery and two orchards.
5. It has formed a vegetable group to propagate a variety of new types of vegetables for sale in the market.
6. It has formed two buffalo groups to raise an improved variety of buffalo for milk production.
7. It has constructed a big pond for fish farming.
8. It has formed a mushroom growing group. The members of the group grow mushrooms and sell them in the market.
9. It has conducted training in small industries. Some villagers have started their own small industries.

Budol Community Learning Centre

Functions

1. Formulation of policy, plan and programme of CLC and guidance to sub-CLCs
2. Co-ordination, training and supervision of sub-CLCs
3. Formation of committees and groups for various work
   a. Community Forest User Group.
   b. Fish Farming Group
   c. Buffalo Group
   d. Horticulture Group
   e. Women's Saving and Credit Group
   f. Orali (Vegetables) Culture Group
   g. Agronomy Group
4. Community Mobilization Group
5. Community Library
6. Preservation and Development of Religions and Culture Movement Groups

Management Structure



PLANNING MEETING ON COMMUNITY LEARNING CENTRES

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